DOCUMENT RESUME

ED 204 518	CE 029 400
TITLE	Retail Flower Shop Salesperson and Floral Designer. Student's Manual.
INSTITUTION	Kentucky State Dept. of Education, Frankfort.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE	81
NOTE	151p.; For a related document see CE 029 401.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Course Content; *Floriculture; High Schools; *Instructional Materials; Job Skills; Learning Activities; *Learning Modules; Salesmanship; Sales Occupations; *Sales Workers; Test Items; *Vocational Education
IDENTIFIERS	*Floral Designers

ABSTRACT

This document consists of the student manual for a course in retail flower shop sales and floral design for use in vocational education courses in high schools in South Carolina. The guide consists of 22 learning modules that incorporate the subject matter needed by workers in these jobs. Each learning module consists of an introduction, directions, objective, learning activities, instruction sheets, student self-check, check-out activities to demonstrate proficiency in the tasks to be learned, and a teacher's final checklist. The lessons are illustrated with line drawings, and audiovisual presentations are available for teacher use with some modules. Topics covered by the learning modules include the following: maintaining designer's tools; sharpening knives; conditioning cut flowers; fertilizing and watering plants; wiring flowers; tying bows for corsages and potted plants; boxing cut flowers; explaining the care of cut flowers to customers; designing corsages; writing enclosure cards; boxing corsages; designing terrariums; explaining terrarium construction and care; explaining how to plant planters; dressing potted plants; explaining care of potted plants to customers; telephoning orders to wholesalers; unpacking boxes and receiving incoming merchandise; wrapping floral merchandise; routing deliveries; writing customers' monthly statements; and designing bud vases. (KC)

* Reproductions supplied by EDRS are the best that can be made
* from the original document.

CE

ED204518

CE029400

STUDENT'S MANUAL

STUDENT'S MANUAL

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

These materials were
modified from the
Kentucky State Department of Education
Frankfort, KY

Materials were revised by teachers:

Paula Fleming Dana
Wilson High School
Florence, SC

Phillip Hayes
Richland Northeast H.S.
7500 Brookfield Road
Columbia, SC

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Revision directed by
Patricia A. Wilson
Curriculum Specialist

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. L. Knight

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Produced by:
S.C. Department of Education
Office of Vocational Education
Vocational Curriculum Development Section
Columbia, S.C. 29201
1981

Module FD-2

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

MAINTAINING DESIGNER'S TOOLS

INTRODUCTION

Cleaning and maintaining tools is one job that all floral designers must do. If cutting tools are rusty or dull, they will not operate efficiently. Tools that are not kept clean will collect bacteria that can be transferred to flowers, causing them to wilt prematurely. In this module you will learn to identify and maintain your designer's tools.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given floral designing tools and access to supplies, clean and oil the tools. Each tool must be clean and oiled; shears and knives must be sterilized.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, THE FLORAL DESIGNER'S TOOLS.

   (or) ______________________________

2. CHECK YOUR KNOWLEDGE by taking the Student Self-Check I, IDENTIFYING DESIGNER'S TOOLS.

3. READ Instruction Sheet II, CARE OF DESIGNER'S TOOLS .

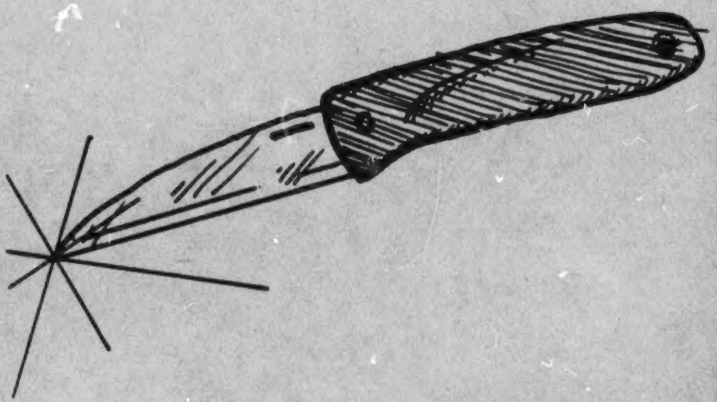
   (or) ______________________________

4. ARRANGE with your teacher to complete this module by going through the CHECK-OUT ACTIVITIES.

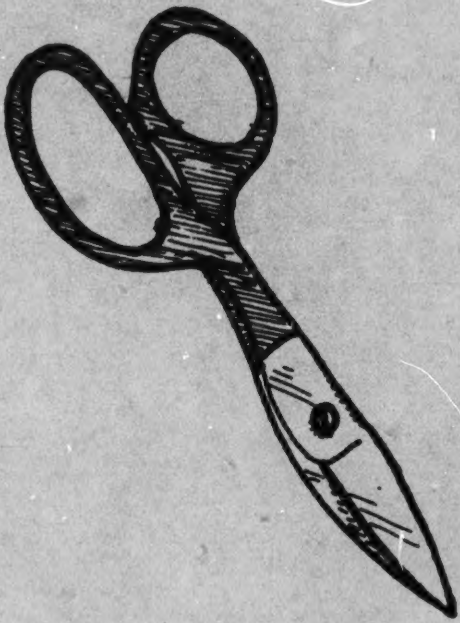
Instruction Sheet I

THE FLORAL DESIGNER'S TOOLS

1. Designer's Knife



The floral designer's knife is used so often that it becomes almost an extension of the designer's hand. Some designers use the knife when designing all floral arrangements, while some use the floral designer's shears for some arrangements and a knife for others. The designer's knife is often used for conditioning flowers, cutting floral twine from packages of flower shipments, and for performing many other activities during the work day. Because this tool is so basic to floral designing, it must be maintained in maximum working condition. You will learn how to sharpen the knife in module FD-3.

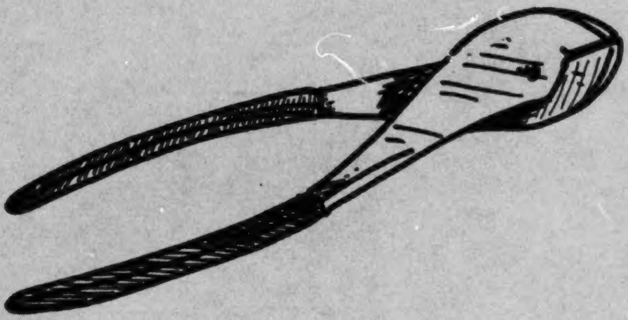


2. Designer's Shears

Some floral designers use shears to perform the same tasks that others do with a knife. Shears are used to prepare flowers for conditioning, to cut flower stems to the appropriate length for arrangements, to cut floral twine from flower shipments, and to do many other tasks during the working day.

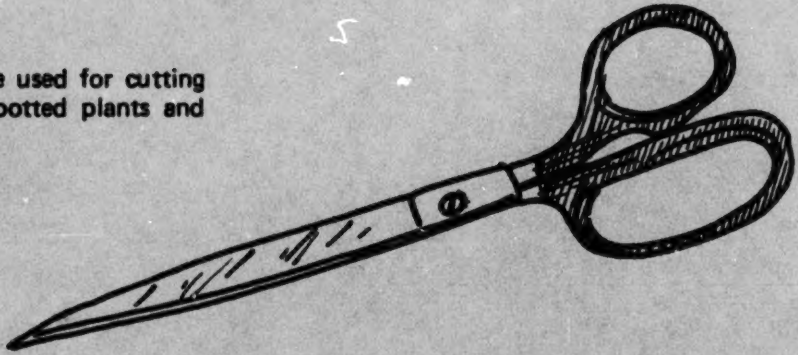
3. **Wire Cutters**

The floral designer's wire cutters are used for cutting artificial flowers and foliage for arrangements and for cutting heavy designing wire.



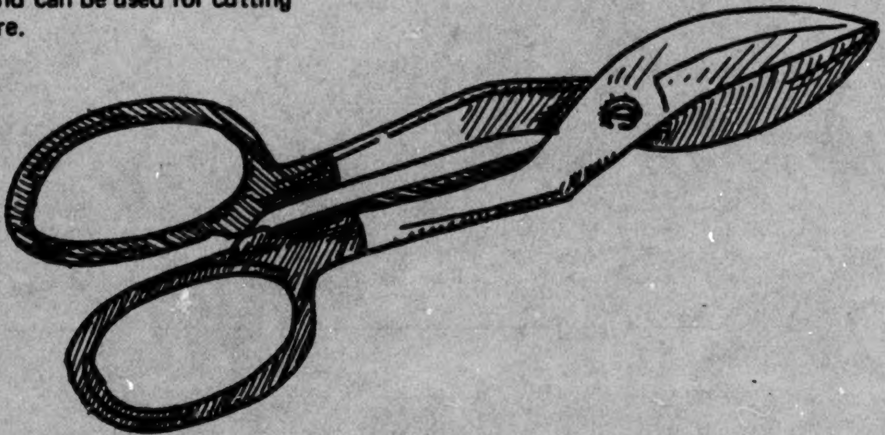
4. **Ribbon Shears**

The ribbon shears are used for cutting ribbon for corsages, potted plants and bouquets.



5. **Heavy-Duty Wire Cutters**

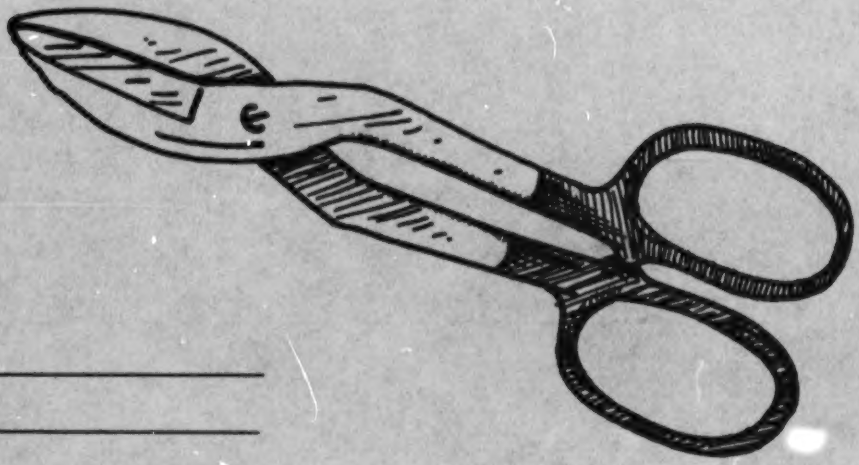
These cutters are used for cutting chicken wire and can be used for cutting heavy floral wire.



Student Self-Check I

IDENTIFYING DESIGNER'S TOOLS

Check your knowledge by identifying and describing the use of each of the tools in the pictures below. Then compare your answers with the key.

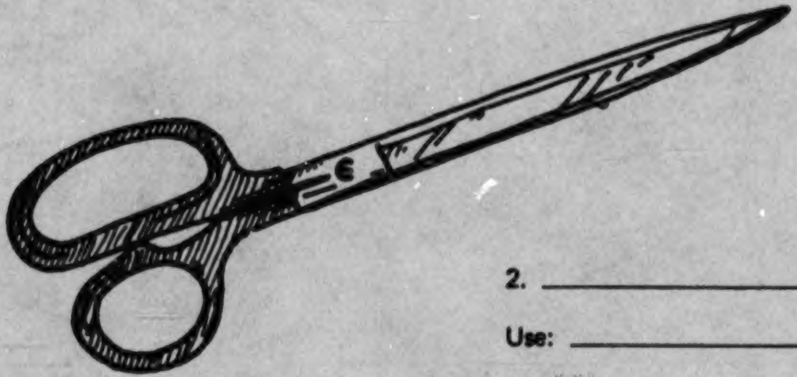


1. ______________________________

Use: ______________________________

____

____



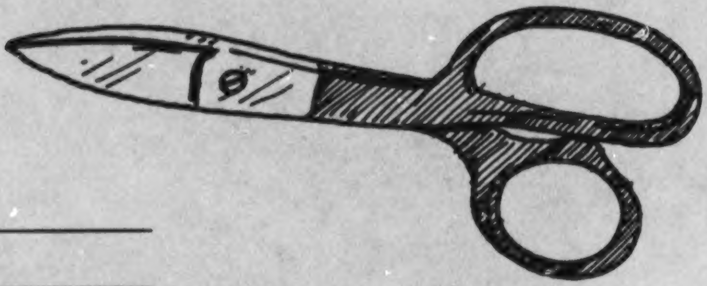
2. ______________________________

Use: ______________________________

____

____

Student Self-Check (contd.)

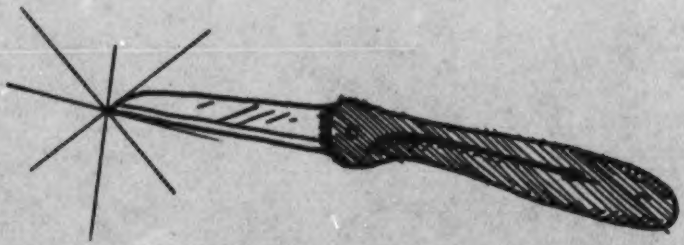


3. ________________________________

Use: ______________________________

____

____

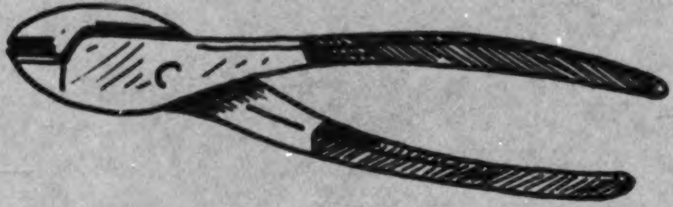


4. ________________________________

Use: ______________________________

____

____



5. ________________________________

Use: ______________________________

____

____

Instruction Sheet II

CARE OF DESIGNER'S TOOLS

A floral designer's tools are used constantly during the working day. If they are to work efficiently, they must be properly maintained. Obtain these tools and practice cleaning and oiling them. The following are suggestions to help you keep your tools in working condition.

1. Use tools only for their specified purposes. For example, your ribbon shears should be used only for cutting ribbon fabric. Cutting flower stems will cause these shears to become dull and dirty.
2. Keep all tools clean and free of flower sap. Wipe clean after each use.
3. Keep all tools in holders or on hangers.
4. Keep all cutting tools sharp.
5. Clean rusty or stained knives or shears with a piece of fine steel wool (0000) or emery cloth. Then oil with a light machine oil and wipe clean and dry.
6. Sterilize shears and knives used to cut flowers with bleach or alcohol periodically. This will help keep down the possibility of spreading harmful bacteria.
7. When you have finished using a tool, place it in its holder or hang it where you know it will be when you need it again.

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. After you complete the activity, your teacher will rate your performance using the Teacher's Final Checklist, MAINTAINING DESIGNER'S TOOLS.

Your teacher will provide you with designing tools which need to be cleaned. Obtain the necessary supplies and clean the tools.

Module No. FD-2

MAINTAINING DESIGNER'S TOOLS

Student ______________________

Date ______________________

Teacher's Final Checklist

Check the student's performance in the following elements of maintaining designer's tools.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

	Student Performance			
The student:	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Cleaned each tool.	☐	☐	☐	☐
2. Oiled each tool.	☐	☐	☐	☐
3. Sterilized shears and knives.	☐	☐	☐	☐

Student Self-Check I

ANSWER KEY

1. Heavy-duty wire cutters: used to cut chicken wire for floral displays or for cutting heavy floral wire.
2. Ribbon shears: used for cutting ribbon for corsages, potted plants and bouquets.
3. Designer's shears: used for many tasks, such as cutting stems to proper length, cutting floral twine, preparing flowers for conditioning, etc.
4. Designer's knife: used for conditioning flowers, for cutting floral twine, etc.
5. Designer's wire cutters: used for cutting artificial flowers and foliage and for cutting heavy designing wire.

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

SHARPENING KNIVES

INTRODUCTION

The floral designer needs sharp, clean tools in order to create an appealing floral arrangement. Since the floral designer's knife is almost an extension of the hand, it is important that you learn how to properly maintain this tool. This module is designed to help you learn how to sharpen your floral designer's knife.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing these Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given a florist's knife and sharpening tools, sharpen the knife. The edge of the knife must be keen and the sharpening must be done according to the prescribed safe procedure.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, HOW TO SHARPEN A FLORAL DESIGNER'S KNIFE.

(or) ____________________

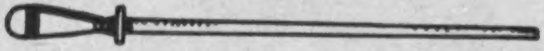
2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, SHARPENING A FLORAL DESIGNER'S KNIFE.
3. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

HOW TO SHARPEN A FLORAL DESIGNER'S KNIFE.

A floral designer's knife must be properly maintained. Maintenance of the knife means that it should be kept clean and sharp; it has often been said that it is the dull knife that cuts the user.

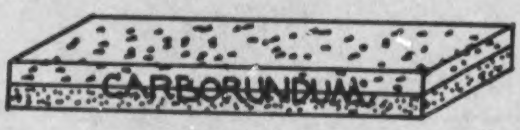
Tools needed:

1.



A sharpening steel

2.



A carborundum stone

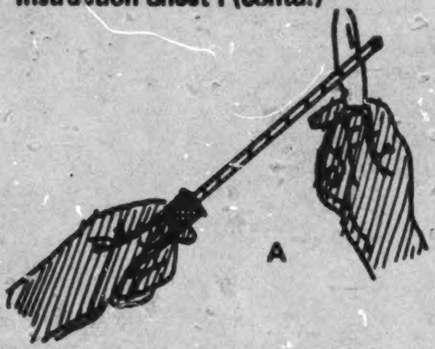
Using the steel:

The steel is used to maintain the sharpness of your knife after each use. It is not used for sharpening the knife, but to restore the edge of the knife which becomes bent during use.

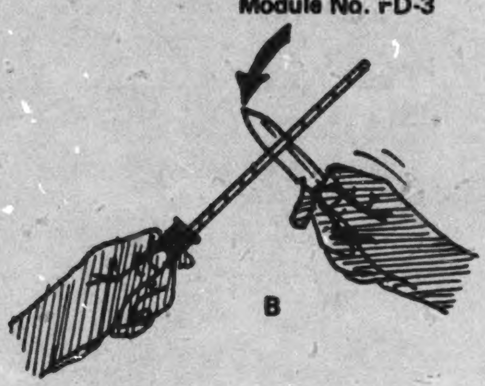
Knife blades have tiny teeth-like edges similar to a fine-tooth saw. The steel is used to keep these teeth in a straight line. Since the teeth should point toward the tip of the knife, the steel is used from the heel to the tip of the knife on alternating sides as shown in the following illustrations.

You are maintaining the sharpness of your knife when steeling it.

When steeling your knife, follow the procedure shown on the next page. CAUTION: Watch carefully as you steel the knife. Remember that your hand is holding the steel beneath the knife.

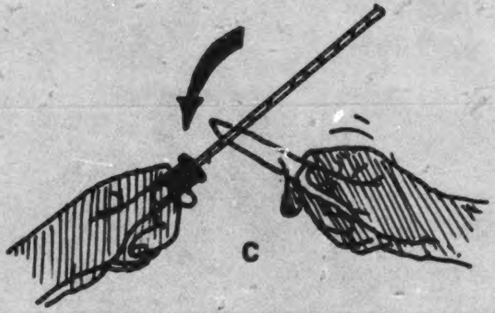

A

Beginning at the heel, hold the knife against the steel at a 15° angle.

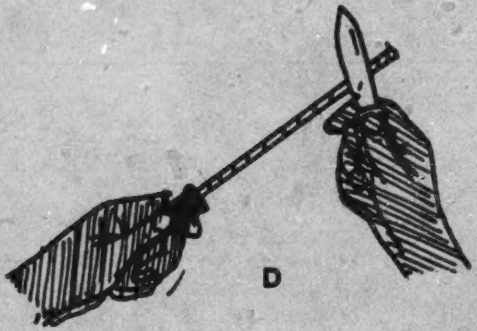

B

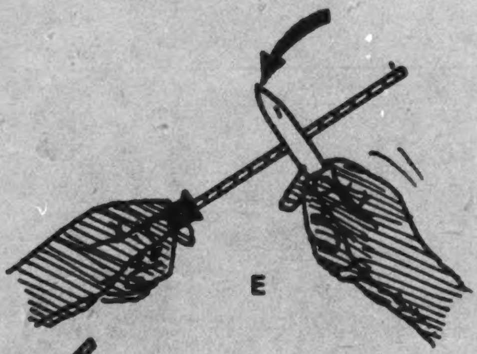
Bring the knife down the steel toward the point.

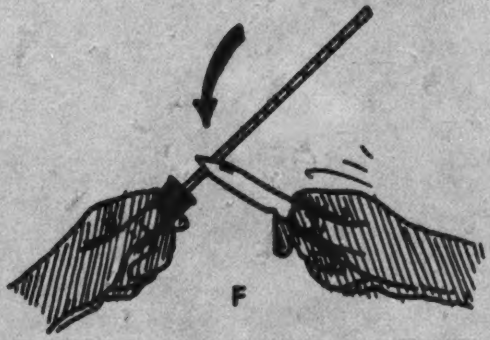
Be careful not to pull the knife below the steel guard. You have completed steeling one side when you reach the point of your knife. Repeat until you feel that you have straightened the edges of the knife.


C

Steel the other side of the knife's edge as shown in the following illustrations:

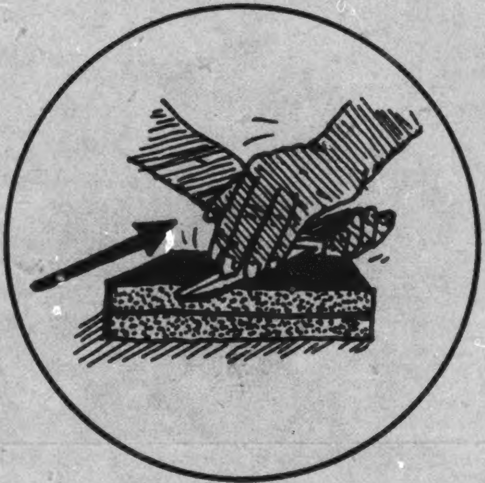

D

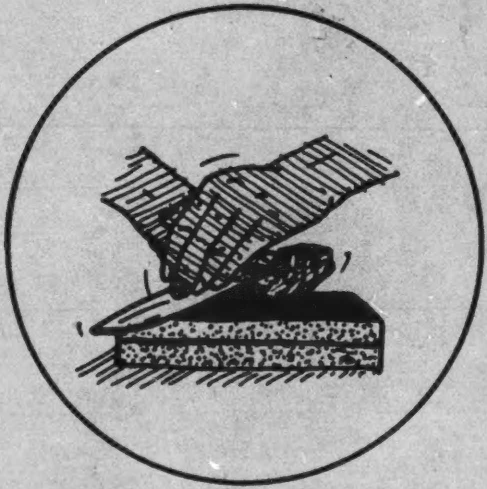

E


F

Using the carborundum stone:

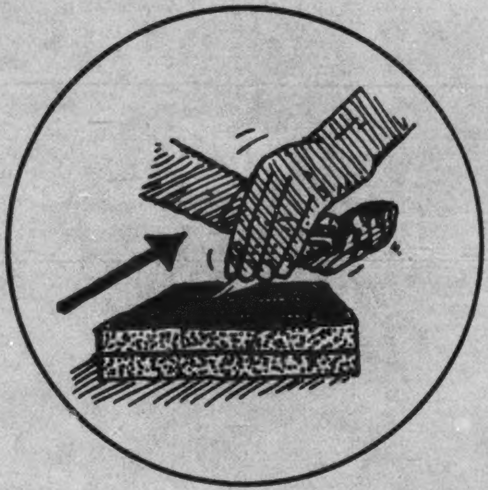
When the fine edge of your knife is so far gone that it cannot be restored by steeling, you will need to sharpen it on a stone. One stone that is used for sharpening is called "carborundum," a trade name given to silicone carbide. These stones are usually fine grit on one side and coarse grit on the other, and can be used dry or moistened with water or oil. When sharpening your knife on a stone, follow the steps illustrated below.





A

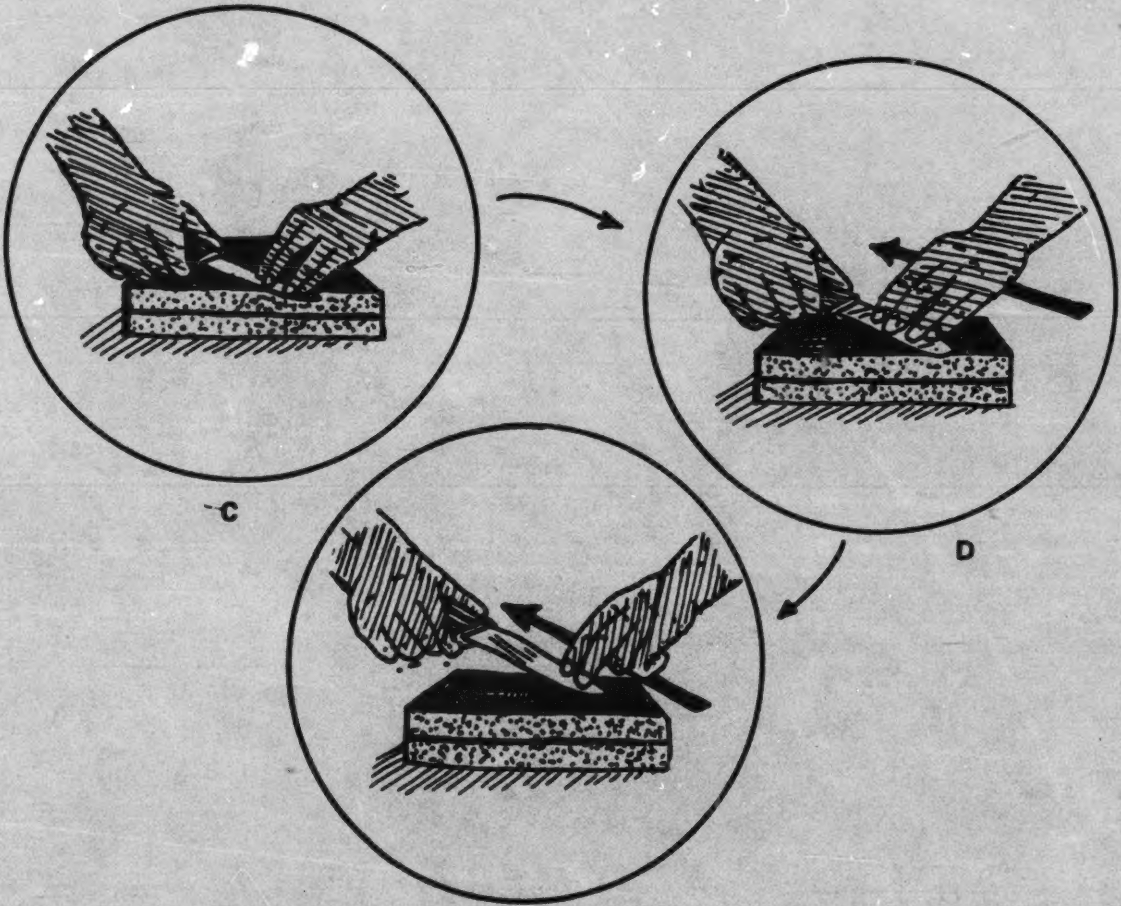
A. Hold the back of the blade up from the stone at an angle of 10° to 15°.



B

B. Stroke the cutting edge of the knife against the stone from the heel to the point of the blade as if you were cutting a thin slice of the stone. Use smooth, even strokes to produce an extremely keen edge.

Alternate and sharpen the reverse side following the steps as shown in Illustrations C, D, and E.



Student Self-Check I

SHARPENING A FLORAL DESIGNER'S KNIFE

DIRECTIONS: You have read Instruction Sheet I, HOW TO SHARPEN A FLORAL DESIGNER'S KNIFE, and you are now ready to practice this activity. Should you have any questions concerning how to perform this activity, ask your teacher to demonstrate this procedure.

Ask your teacher to watch as you sharpen your knife. Remember, steel your knife to help keep it sharp, and stone your knife to sharpen it.

Use the following checklist to determine if you practiced both sharpening and steeling your floral designer's knife correctly.

1. ____ I used the steel to maintain the sharpness of my floral designer's knife.
2. ____ I followed the illustrations when steeling my knife by:
    - (a) _____ Holding the edge of the knife at the heel at a 15° angle against the steel and bringing it down the edge, moving it to the point.
    - (b) _____ Being careful not to bring it past the guard of the steel.
    - (c) _____ Repeating this procedure until I felt that the one edge was sharp.
    - (d) _____ Reversing the edge and repeating this procedure, steeling the opposite edge of the knife.
3. ____ I used the stone to sharpen my knife.
4. ____ I used smooth, even strokes to produce a keen edge.
5. ____ I followed the illustration when stoning my knife by:
    - (a) _____ Holding the back of the blade up from the stone at an angle of approximately 15°.
    - (b) _____ Stroking the cutting edge of the knife against the stone, beginning at the heel and moving to the point of the blade as if I were cutting a thin slice of the stone.
    - (c) _____ Repeating this procedure until I felt the one edge was sharp.
    - (d) _____ Reversing the side of the knife and sharpening the opposite side, using the same procedure.

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. After you have finished the activity, your teacher will rate your performance using the teacher's Final Checklist, SHARPENING KNIVES.

Your teacher will give you a florist knife and sharpening tools. Sharpen the knife.

Module No. FD-3

SHARPENING KNIVES

Student ______________________

Date ______________________

Teacher'sFinal Checklist

Check the student's performance in the following elements of sharpening knives.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. In sharpening a knife with a stone, the student produced a keen edge.	☐	☐	☐	☐
2. In maintaining the sharpness of a knife with a steel, the student produced a keen edge.	☐	☐	☐	☐

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

CONDITIONING CUT FLOWERS

INTRODUCTION

It takes a grower's time and skill to bring cut flowers and foliage to the fullness of their natural beauty. It is then left up to the floral designer to maintain this beauty for as long as possible for the florist shop and the customer. Proper care and conditioning can lengthen the shop and home life of cut flowers. This module is designed to help you learn how to condition and care for cut flowers and foliage so that their natural beauty will be maintained.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided cut flowers, foliage, containers, floral preservatives, and designer's tools, condition the flowers and foliage. All items on the Teacher's Final Checklist should be completed acceptably.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, CONDITIONING SOFT-STEMMED CUT FLOWERS.

   (or) ______________________

2. READ Instruction Sheet II, CONDITIONING WOODY-STEMMED CUT FLOWERS.

   (or) ______________________

3. READ Instruction Sheet III, CONDITIONING FLOWERS THAT SECRETE MILKY SAP.

   (or) ______________________

4. READ Instruction Sheet IV, CONDITIONING BULBOUS CUT FLOWERS.

   (or) ______________________

5. READ Instruction Sheet V, CONDITIONING CUT FOLIAGE.

   (or) ______________________

6. READ Instruction Sheet VI, ADDITIONAL TIPS FOR CONDITIONING CUT FLOWERS.

   (or) ______________________

7. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, CONDITIONING CUT FLOWERS AND FOLIAGE.

8. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

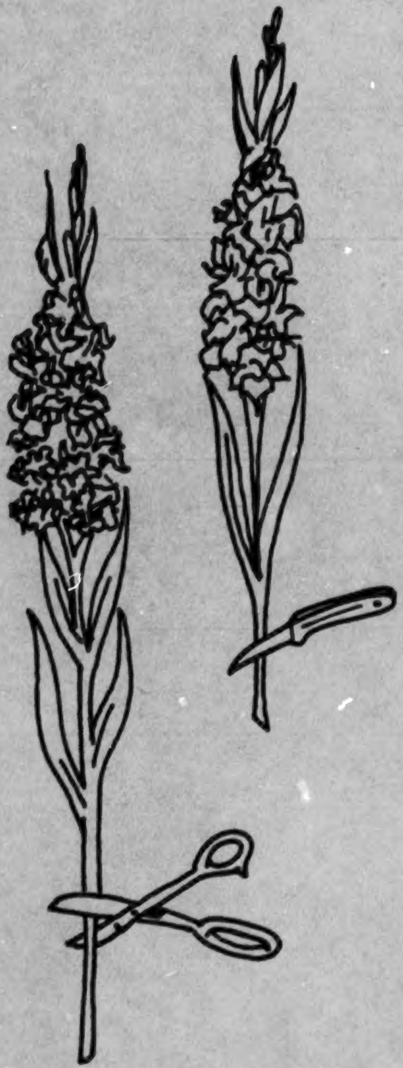
CONDITIONING SOFT-STEMMED CUT FLOWERS

To condition soft-stemmed cut flowers, such as pompons and gladiolus, you will need the following tools and materials:

1. Florist's knife and/or shears
2. Cut flower containers
3. Floral preservatives
4. Bleach and detergent
5. Fresh warm water (100°- 110°F./ 38°- 43° C.)

Follow these steps to condition soft-stemmed flowers:

1. Select a container that will hold the flowers without tipping.
2. Clean the container with warm water containing detergent and bleach; rinse thoroughly.
3. Pour warm water into the container (100°- 110°F./38°-43°C.)
4. Add a floral preservative to the water, mixing according to manufacturer's instructions.
5. Using a clean, sterile knife, or floral shear, cut the flower stem at a leaf node, cutting the stem at a slight angle. This exposes more stem surface for absorbing water.
6. Remove all leaves from stems that will be below water level when the flowers are placed in the mixture of warm water and floral preservative.
7. Immediately place the cut flowers in the container of warm water.
8. Place the container of cut flowers in an out-of-the-way location so that the conditioning process will occur.
9. Permit the flowers to absorb water for a minimum of two hours before using.
10. Clean florist's knife or shears.



CONDITIONING WOODY-STEMMED CUT FLOWERS

You will need the following tools and materials for conditioning woody-stemmed flowers, such as lilacs, chrysanthemums, shrub branches, and double stock.

1. A tool for pounding the stem (hammer)
2. Cut flower containers
3. Lukewarm water (100°- 110°F./38°- 43°- C.)
4. Detergent and bleach
5. Floral preservative

Follow these steps to condition woody-stemmed cut flowers:

1. Select a container that will hold the flowers without tipping.

2. Clean the container with warm water containing detergent and bleach, and rinse thoroughly.

3. Pour warm water into the container (100°-110° F./38°-43° C.)

4. Add a floral preservative to the water, mixing according to manufacturer's instructions.

5. Using a clean, sterile pounding tool (hammer), pound about 2.5 cm (one inch) from the cut end of the stem so that the woody fibers are separated.

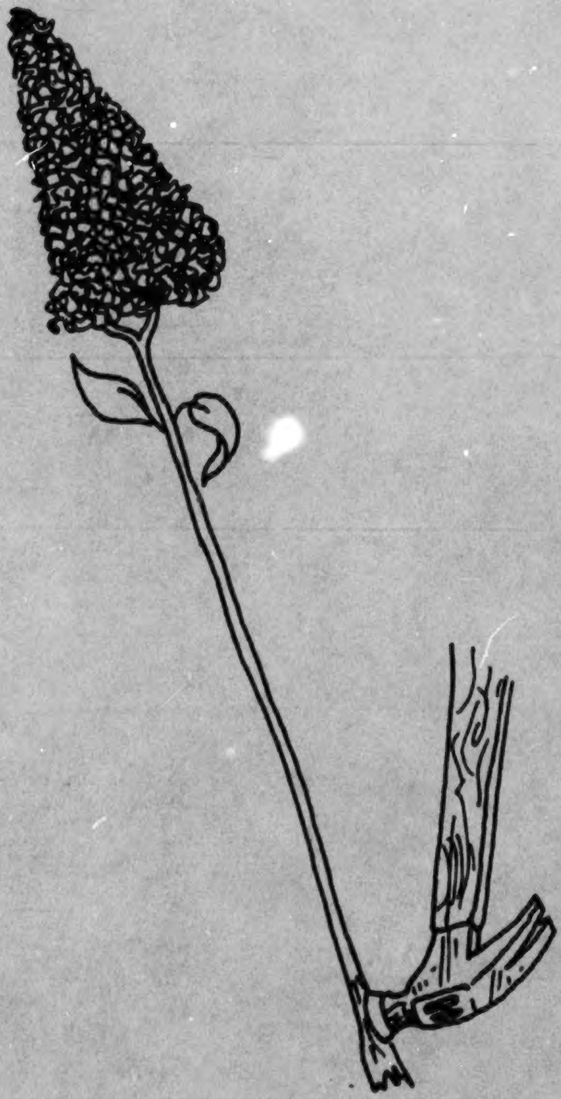
6. Remove all leaves from stems that will be below water level when the flowers are placed in the mixture of warm water and floral preservative.

7. Immediately put the flowers in the water container.

8. Place the container of woody-stemmed cut flowers in an out-of-the-way location where the conditioning process can take place.

9. Permit the flowers to absorb water for at least two hours before using.

10. Clean tools.



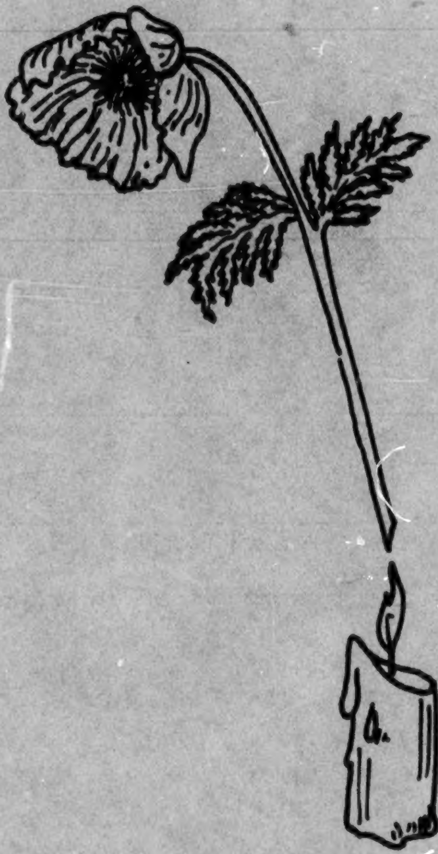
CONDITIONING FLOWERS THAT SECRETE MILKY SAP

You will need the following tools and materials to condition cut flowers, such as poinsettias, poppies, and dahlias, whose stems secrete a milky sap.

1. Florist's knife or shears
2. Cut flower containers
3. Floral preservative
4. Detergent and bleach
5. Alcohol (optional)
6. Fresh warm water (100°- 110°F./38° - 43° C.)

Follow these steps to condition flowers whose stems secrete a milky sap:

1. Select a container that will hold the flowers without tipping.
2. Clean the container with warm water containing detergent and bleach, and rinse thoroughly.
3. Add a floral preservative to the water, mixing according to the manufacturer's instructions.
4. Using a clean, sterile knife or shears, cut the stems at a leaf node at a slight angle. This exposes more stem surface for absorbing water.
5. Sear the stem end with a candle flame or place it in hot water or rubbing alcohol to seal it.
6. Remove all leaves from the stem that will be below water level when the flowers are placed in the mixture of warm water and floral preservative.
7. Immediately place the flowers in the container.
8. Place the container of cut flowers in an out-of-the-way place so that the conditioning process can occur.
9. Condition the flowers for a minimum of two hours before using them.
10. Clean florist's knife or shears.



Instruction Sheet IV

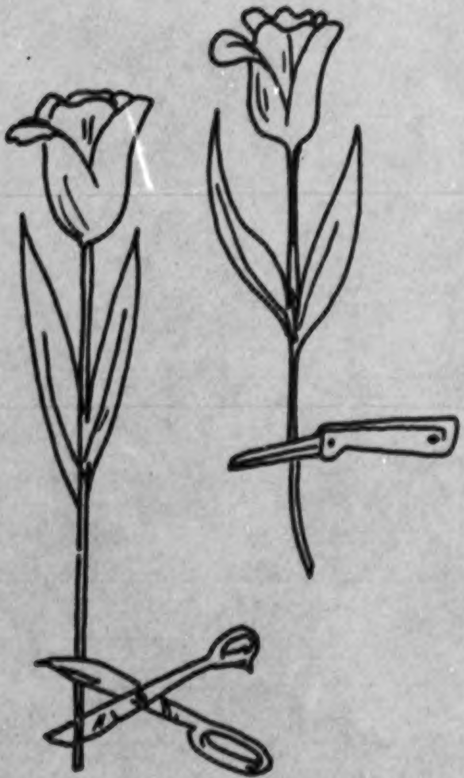
CONDITIONING BULBOUS CUT FLOWERS

You will need the following tools and materials to condition bulbous flowers such as tulips and daffodils:

1. Florist's knife or shears
2. Cut flower containers
3. Floral preservative
4. Detergent and bleach
5. Fresh warm water (100°-110°F./38° - 43° C.)

To condition bulbous flowers:

1. Select a container that will hold the flowers without tipping.
2. Clean the container with warm water containing detergent and bleach, and rinse thoroughly.
3. Pour warm water into the container (100° - 110° F./38° - 43° C.)
4. Add a floral preservative to the water, mixing according to manufacturer's instructions.
5. Cut any remaining white portion from the stem because it will not absorb water.
6. Immediately place the flowers into the container of warm water.
7. Place the container of cut flowers in an out-of-the-way location so that the conditioning process will occur.
8. Permit the flowers to absorb water for a minimum of two hours before using them.
9. Clean florist's knife or shears.



Instruction Sheet V

CONDITIONING CUT FOLIAGE

You need to study this list carefully as different kinds of foliage are conditioned differently.

1. Dried Foliage: Keep dried, treated foliage in dry, dust-proof containers. Store these materials where they will not be damaged. Do not refrigerate.
2. Holly: Keep holly in cellophane. Store it dry in the refrigerator.
3. Ti and Croton Leaves: Wrap in paper or cellophane and place in lukewarm water to condition. Place in the storage refrigerator.
4. Eucalyptus, Podocarpus, Emerald Palm, Jade Palm: Condition these in lukewarm water. Place in the storage refrigerator.
5. Salal, Huckleberry, Leather Leaf, Ivy, Plumosa: Sprinkle these lightly with water. Keep them in their packing bags. Store them in storage refrigerator.

ADDITIONAL TIPS FOR CONDITIONING CUT FLOWERS

The following tips apply to all types of cut flowers.

1. Do not put fresh flowers in the same container with older flowers.
2. Always use a clean, sterile container.
3. The container should be slightly shorter than the stem lengths.

CONDITIONING CUT FLOWERS AND FOLIAGE

DIRECTIONS: Obtain an assortment of the following types of cut flowers and foliage:

A. Bulbous
B. Soft-stemmed
C. Woody-stemmed
D. Flowers which secrete a milky sap
E. Varied types of foliage

Collect the tools and materials needed and condition the flowers and foliage.

After you have conditioned the flowers and foliage, check your work using the following checklist.

1. I collected the needed supplies and materials for conditioning the flowers and foliage:

____ Knife
____ Containers
____ Floral preservative
____ Alcohol or heat source for sealing
____ Water
____ Detergent and disinfectant
____ Pounding tool for woody-stemmed flowers

2. I identified the cut flowers and foliage and method for conditioning each:

____ Soft-stemmed
____ Woody-stemmed
____ Bulbous
____ Foliage
____ Sap-secreting

3. I processed each type of flower and foliage, using the correct conditioning procedures:

____ Bulbous
____ Soft-stemmed
____ Woody-stemmed
____ Foliage
____ Sap-secreting

4. I feel that I can correctly use each method for conditioning cut flowers and foliage. ____________

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through the activity, your teacher will rate your performance using the Teacher's Final Checklist, CONDITIONING CUT FLOWERS AND FOLIAGE.

Your teacher will give you cut flowers, foliage, and designer's tools. Condition both the flowers and foliage.

Soft-Stemed Flowers

Pompons
Gladiolas

Woody-Stemmed Flowers

Lilacs
Chrysanthemums
Shrub Branches

Flowers Which Secrete Milky Sap

Poppies
Poinsettias
Dahlias

Bulbous Flowers

Tulips
Daffodils

Folliage

Leather Leaf
Sals
Dried Foliage
Holly
Ti Leaves
Croton Leaves
Emerald Palm
Jade Palm

Module No. FD-4

CONDITIONING CUT FLOWERS

Student ______________________________

Date ______________________________

Teacher's Final Checklist

Check the student's performance in the following elements of conditioning cut flowers.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

	Student Performance			
In conditioning cut flowers and foliage, the student:	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Collected needed supplies and tools.	☐	☐	☐	☐
2. Cleaned cut flower containers thoroughly with cleaning agent.	☐	☐	☐	☐
3. Cleaned cutting tools.	☐	☐	☐	☐
4. Conditioned soft-stemmed flowers by:				
a. Making a slanting cut with a sharp knife just above a leaf node or eye of the flower stem.	☐	☐	☐	☐
b. Removing leaves from the stems which would be below water level when the flower stems are placed in containers.	☐	☐	☐	☐
c. Placing the flowers in a clean container of warm water and flower preservative.	☐	☐	☐	☐
d. Setting aside filled containers to give them sufficient time to complete the conditioning process.	☐	☐	☐	☐

Module No. FD-4

Student ____________________

Date ____________________

Teacher's Final Checklist
(Continued)

Check the student's performance in the following elements of conditioning cut flowers.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
5. Conditioned woody-stemmed flowers by:				
a. Pounding the ends of the stems with the hammer.	[ ]	[ ]	[ ]	[ ]
b. Placing the stems in a container of warm water to which floral preservative was added.	[ ]	[ ]	[ ]	[ ]
6. Conditioned floral products in which stems secrete milky sap by:				
a. Making a slanting cut with a sharp knife at the end of the plant.	[ ]	[ ]	[ ]	[ ]
b. Searing the cut end of the plant or placing it in boiling water or alcohol.	[ ]	[ ]	[ ]	[ ]
c. Placing the flower stems in a container of warm water and floral preservative.	[ ]	[ ]	[ ]	[ ]
d. Setting aside the filled containers to give them time to complete the conditioning process.	[ ]	[ ]	[ ]	[ ]

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

FERTILIZING AND WATERING PLANTS

INTRODUCTION

Proper fertilization and watering is basic to the survival of many plants. Improper fertilization is one of the most common causes of poor plant growth, often resulting in the death of the plant. In the retail flower shop improper fertilization can result in severe inventory loss.

Improper watering is one of the chief reasons for plant loss in retail florists. Overwatering is just as damaging as underwatering and each variety has its own specific requirement for water. Improper watering in the retail floral store can result in severe inventory loss; thus, it is important that the individual who is responsible for watering the plants follow certain guidelines to insure that the water requirements of plants are met.

In this module you will learn how to properly fertilize a variety of plants and to properly supply the water requirements of potted plants.

DIRECTIONS

Read the objectives. If you think that you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities.

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVES

Given fertilizer, mixing containers, and plants, prepare the fertilizer and fertilize the plants. Fertilizer should be mixed with prescribed proportion of water and applied until there is some drainage from the pot. Fertilizer should not come into direct contact with blossoms and leaves.

Given plants and watering containers, water the plants. Each plant which indicates a need must be watered in the amount and manner appropriate for the plant.

LEARNING ACTIVITIES

1. READ Instruction Sheet 1, PROPER FERTILIZATION AND WATERING OF PLANTS.

   (or) ______________________

2. READ Merchants Publishing Company, Hanging Plants for Modern Living, pp. 5-7, Foliage Plants for Modern Living, pp. 8-12, and Ohio State University, Retail Floriculture, Book II, pp. 183-186.

   (or) ______________________

   READ Florists Transworld Delivery Association, Professional Guide to Green Plants, p. 4.

3. CHECK YOUR KNOWLEDGE of fertilizing and watering techniques by completing Student Self-Check I, PROPER FERTILIZATION AND WATERING OF PLANTS.

LEARNING ACTIVITIES (contd.)

4. TAKE AN INVENTORY of the different varieties of plants in the lab or shop. Determine the fertilization and watering needs of each from the plant reference books and prepare written formulas for fertilizing the plants.

5. PRACTICE fertilizing and watering plants that show a need for it in your lab, shop, or home.

6. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

Instruction Sheet I

PROPER FERTILIZATION AND WATERING OF PLANTS

It is necessary to follow certain guidelines when fertilizing and watering plants. Study the steps below.

Fertilizing

1. All plants do not have the same nutritional needs. To fertilize all plants with the same strength of fertilizer mixture will be detrimental to many plants. It is of great importance that you refer to plant care references to determine the fertilizer needs of the specific variety of plants [illegible] which you are responsible.
2. Read all directions for mixing and applying the fertilizer as printed on the fertilizer container.
3. Mix fertilizer as directed and in the proportion specified in the plant care reference book.
4. Do not apply fertilizer mixture to the leaves or blossoms of the plants, unless specified in the plant care references.
5. Fertilize the plant thoroughly, that is, until there is some drainage from the pot.
6. Do not allow the plant to stand in water.
7. All plants have a dormant season or a period of time characterized by minimum growth. It is important that you do not fertilize plants during this time as often as during the times of maximum growth. Generally, apply fertilizers to most indoor plants every 1-2 months while growth is rapid, and only once or twice during the winter months or dormant season.
8. Be sure the soil is not dry before you fertilize because the roots can be damaged by the chemicals in the fertilizer unless there is moisture present to further dilute the fertilizer solution.

Watering

1. Water plants only when the soil feels dry to the touch or when leaves are flagging.
2. Plants in plastic pots will need watering less frequently than plants in clay pots because of the porousness of clay pots.
3. Use room temperature water to avoid shock to plants.
4. Do not overwater. Overwatering can be as damaging to plants as underwatering.
5. When watering plants from the top, avoid washing the soil away from the crown of the plant.
6. Avoid getting water in the crown of the plant since this may cause it to decay.
7. Avoid letting plants stand in water if they are placed in saucers.
8. Avoid watering the leaves and blooms of plants unless specified by plant care reference books.

Check the specific water requirements of each plant in care reference books. Your resource shelves should contain some of the following references.

1. Foliage Plants for Modern Living, Mabe
2. The Retail Florist Business, Pfahl
3. Retail Guide to Foliage Plants
4. Caring for Indoor Flowers and Plants, Bachman

Student Self-Check I

PROPER FERTILIZATION AND WATERING OF PLANTS

On a separate sheet of paper number from 1-10. Indicate whether statements 1-6 are True or False. Answer questions 7-10 by completing each statement with the proper phrase. Compare your responses with the key.

1. All plants have the same fertilizer needs.
2. Leaves and blossoms are to be fertilized along with the root systems.
3. Fertilize the plant until there is drainage from the pot.
4. Do not allow the plant to stand in water.
5. Do not fertilize plants often during their dormant season.
6. The soil should be dry before fertilizing the plant.
7. Plants should be checked for moisture level at least ______.
8. One can check to determine if plants need watering by_______ and _______.
9. Plants have specific water requirements. One can find out each plant's water requirement by_______
10. There are two methods of watering plants. These two methods are _______ and ______ .

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through the activity, your teacher will rate your performance using the Teacher's Final Checklist, FERTILIZING AND WATERING PLANTS.

Your teacher will provide you with a variety of plants. Obtain the necessary supplies and complete the task of fertilizing and watering those plants which indicate a need.

Module No. FD-5

Student ______________________

Date ______________________

Teacher's Final Checklist

Check the student's performance in the following elements of fertilizing and watering plants.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
In the process of fertilizing plants, the student:				
1. Referred to plant care references for specific fertilizer needs of plants.	☐	☐	☐	☐
2. Mixed fertilizer and water according to the directions printed on the container.	☐	☐	☐	☐
3. Applied fertilizer to plant soil until there was some drainage from the plant.	☐	☐	☐	☐
4. Avoided applying fertilizer mixture to blossoms and leaves of flowering plants.	☐	☐	☐	☐
5. Avoided allowing plant to stand in water.	☐	☐	☐	☐
6. Made sure soil was damp before applying fertilizer.	☐	☐	☐	☐
In learning to water plants, the student:				
1. Determined the water requirement of a variety of plants.	☐	☐	☐	☐
2. Watered only the plants needing water.	☐	☐	☐	☐
3. Misted the leaves of plants that would benefit.	☐	☐	☐	☐
4. Avoided watering leaves and blooms of plants that would be harmed.	☐	☐	☐	☐
5. Avoided overwatering.	☐	☐	☐	☐

Student Self-Check Key

PROPER FERTILIZATION AND WATERING OF PLANTS

1. False
2. False
3. True
4. True
5. True
6. False
7. Once a day
8. Feeling the soil or by observing the foliage to see if it is wilting
9. Referring to plant care reference books or charts
10. Watering from above and watering from below

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

WIRING FLOWERS

INTRODUCTION

When designing wedding bouquets, corsages, and some floral arrangements, the floral designer uses wire and tape to hold the design together and to strengthen weak flower stems. In addition to knowing the various ways of wiring and taping flowers, the floral designer must use them skillfully to avoid damaging the blooms. This module will help you learn five methods of wiring flowers: the hook-wire, the piercing, the straight-wire, the hollow-stem, and the hairpin methods.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided flowers and wire, wire each of the flowers. Each flower must be wired with the appropriate method and size of wire, and the flowers must not be damaged.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, METHODS USED FOR WIRING FLOWERS.

   (or) ______________________________

2. READ Instruction Sheet II, THE HOOK-WIRE METHOD.

   (or) ______________________________

3. READ Instruction Sheet III, THE PIERCING METHOD.

   (or) ______________________________

4. READ Instruction Sheet IV, THE HAIRPIN METHOD.

   (or) ______________________________

5. READ Instruction Sheet V, THE HOLLOW-STEM METHOD.

   (or) ______________________________

6. READ Instruction Sheet VI, THE STRAIGHT-WIRE METHOD.

   (or) ______________________________

7. VIEW slide-tape presentation FD-9, "Wiring Flowers."

   (or) ______________________________

8. READ Instruction Sheet VII, WIRING FLOWERS FOR USE IN FLOWER ARRANGEMENTS AND CORSAGES; do the practice exercises.

9. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

Instruction Sheet I

METHODS USED FOR WIRING FLOWERS

Wiring of flowers is optional and floral designers have differing opinions concerning the use of wire in design pieces. It may be necessary to wire cut flowers which are to be placed in floral arrangements when:

1. The stems of the flowers are too weak to support the bloom.
2. The flower is to be bent to form the desired shape (form) of the arrangement.
3. The flower is to be used in a corsage or wedding bouquet.

Floral designers must know when to wire a flower. They also need to know the appropriate method of wiring to use and be able to do it.

The five methods of wiring which you will be learning are:

1. The piercing
2. The hook-wire
3. The hairpin
4. The hollow-stem
5. The straight-wire

Instruction Sheet II

THE HOOK-WIRE METHOD

When wiring daisies and chrysanthemums and other "button-centered" or daisy-like flowers for arrangements or corsages, the hook-wire method is usually used. This method involves the following procedure:

Illustration 1: Insert a piece of 24-26 gauge wire into the bottom of the stem and push it up through the flower head, keeping the wire as straight as you can.

Illustration 2: Make a hook in the end of the wire that sticks out of the flower head.

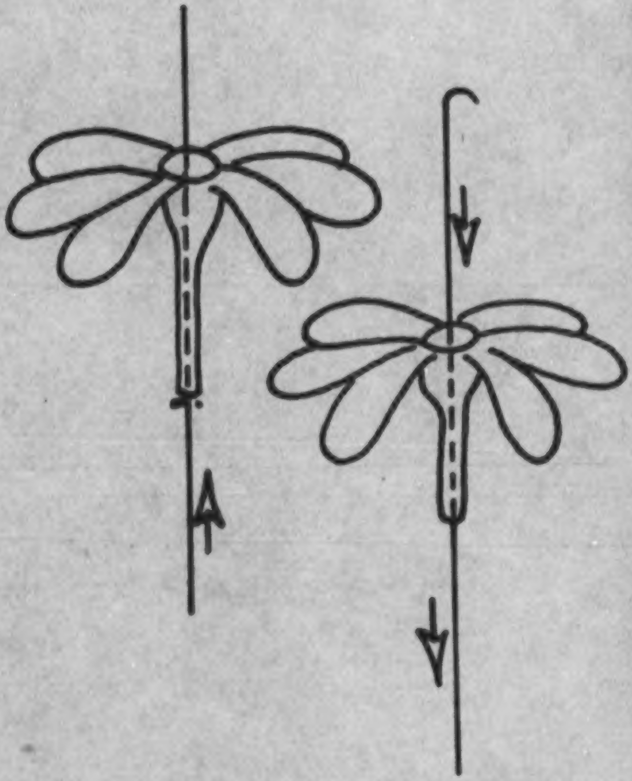
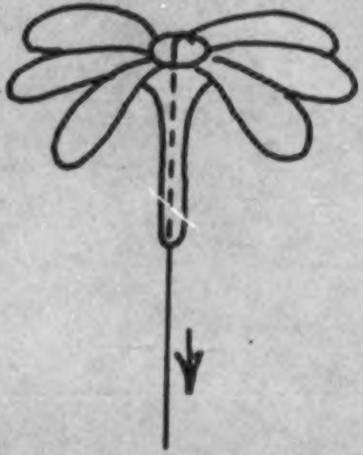


Illustration 3: Pull the stem end of the wire down until you have almost pulled the hook end into the flower head.



Instruction Sheet III

THE PIERCING METHOD

The piercing method of wiring is used for flowers with large calyxes, such as carnations, cymbidium and cattleya orchids, and roses.

When using the piercing method of wiring, one wire may be used; but many floral designers use two wires to strengthen the flower when wiring with this method.

The following illustrations show you how to use the piercing method when wiring roses.

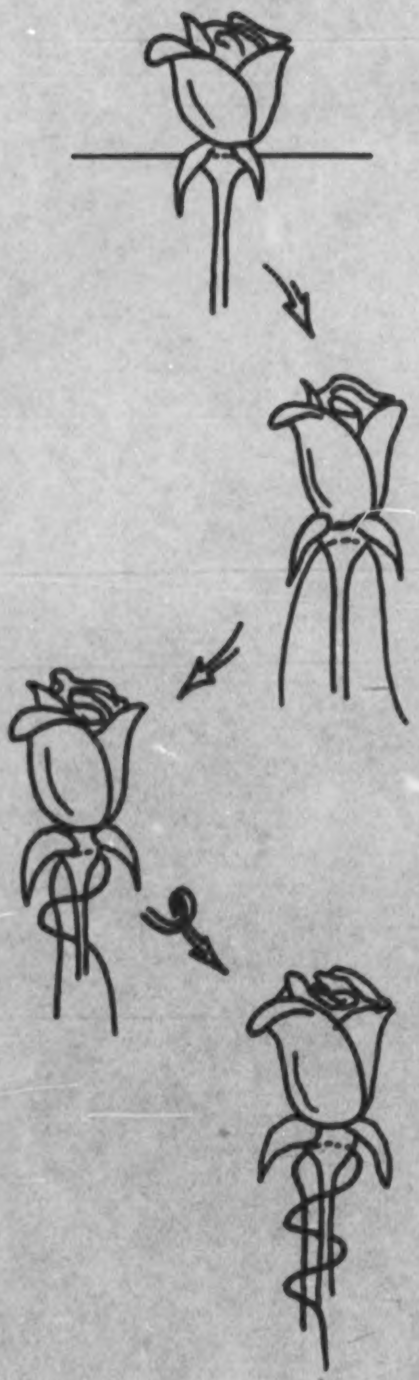


Illustration 1: Push a piece of 24-26 gauge wire through the calyx of the flower approximately 5-8 cm (2-3 inches).

Illustration 2: Bend down the two ends of the wire.

Illustration 3: Wrap the long end of the wire around the short end and the stem of the flower.

Illustration 4: The flower is now ready for taping.

Instruction Sheet IV

THE HAIRPIN METHOD

The hairpin method of wiring is usually used when it is necessary to wire delicate, funnel-shaped flowers with weak stems. This wiring method involves the following procedures:

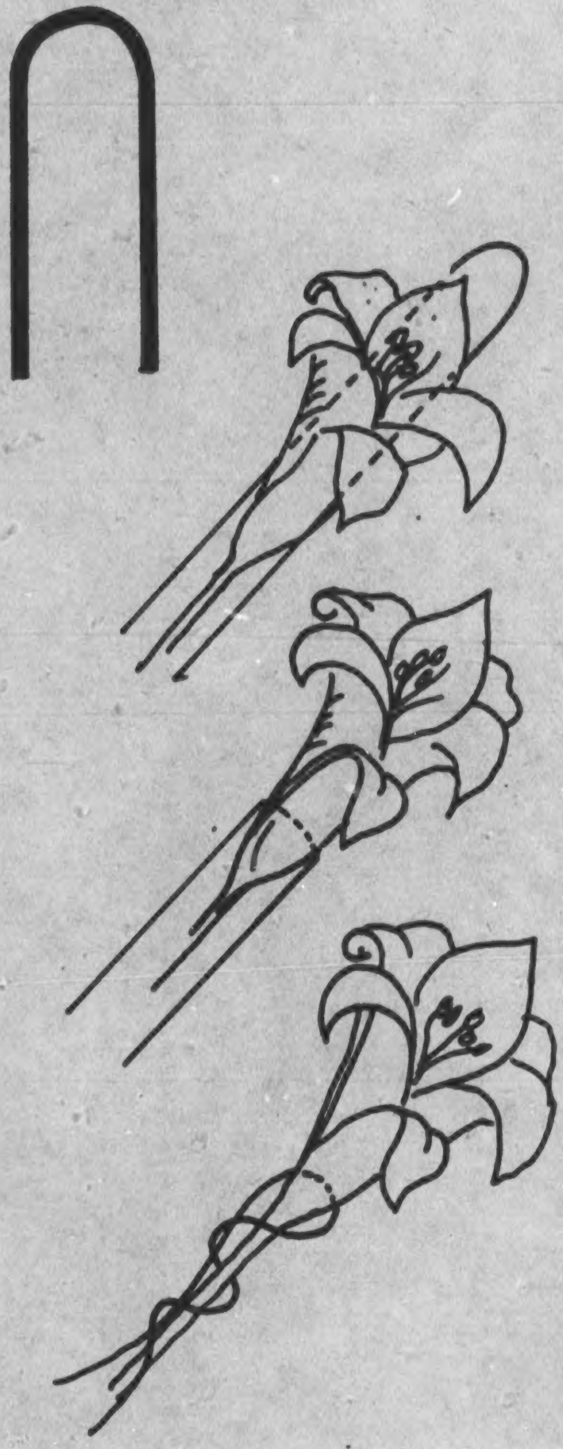


Illustration 1: Bend a piece of 26 or 28-gauge wire into a hairpin-like shape.

Illustration 2: Insert the hairpin-like wire through the middle of the flower from the top so that the two wires are parallel to the stem.

Illustration 3: Pull the ends of the wire down until the loop is invisible in the center of the flower.

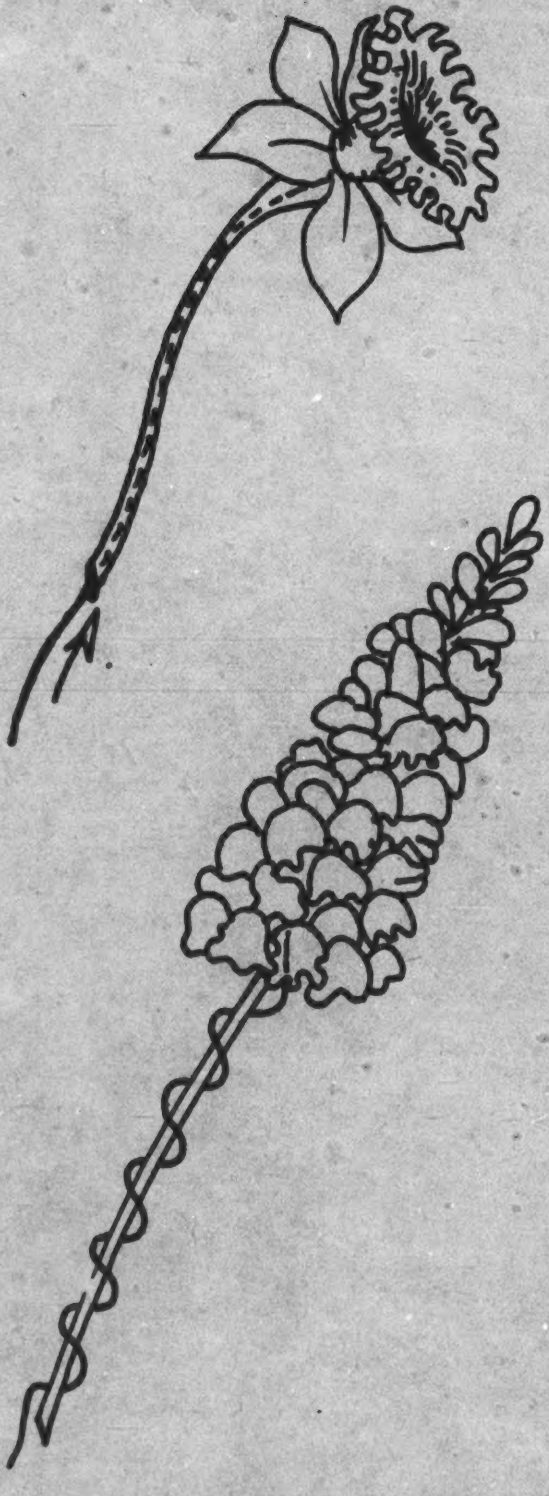
Illustration 4: Wrap the right-hand side of the wire around the stem and the left side of the wire.

Instruction Sheet V

THE HOLLOW-STEM METHOD

To strengthen the stems of hollow-stemmed flowers, such as daffodils and tulips, the hollow-stem wiring method can be used.

Insert a piece of 24-26 gauge wire into the bottom of the stem and push it up through the hollow stem to the base of the flower. Then cut the excess wire to desired length with wire cutters.



Instruction Sheet VI

THE STRAIGHT-WIRE METHOD

Many floral designers use the straight-wire method of wiring such flowers as snapdragons and gladiolus.

Insert the straight, 24-26 gauge wire into the base of the flower and wrap the wire down and around the stem of the flower.

Instruction Sheet VII

WIRING FLOWERS FOR USE IN FLOWER ARRANGEMENTS AND CORSAGES

Directions: You have read how to wire flowers using five methods employed by floral designers for wiring flowers: the piercing, the hook-wire, the hairpin, the hollow-stem, and the straight-wire. You have viewed the slide-tape presentation concerning how to wire flowers. You are now ready to practice these wiring methods. Obtain flowers from your teacher and practice using these wiring methods.

Refer to the appropriate instruction sheets if you need help in wiring the different kinds of flowers. Check your work using the appropriate instruction sheet illustrations. Take your time while wiring so that you do not damage the flower bloom or stem.

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through the activity, your . teacher will rate your performance using the Teacher's Final Checklist, WIRING FLOWERS.

Your teacher will provide you with flowers, floral wire, and the necessary tools needed for wiring. Select the appropriate method and wire each flower.

Module No. FD-9

WIRING FLOWERS

Student ______________________

Date ______________________

Teacher's Final Checklist

Check the student's performance in the following elements of wiring flowers.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
In process of wiring flowers, the student:				
1. Selected the correct method for wiring each flower.	[ ]	[ ]	[ ]	[ ]
2. Selected and used the correct size wire for each flower.	[ ]	[ ]	[ ]	[ ]
3. Wired all flowers without damaging any of them.	[ ]	[ ]	[ ]	[ ]

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

TYING BOWS FOR CORSAGES AND POTTED PLANTS

INTRODUCTION

Tying bows for corsages and potted plants is a skill that floral designers must often use. It is a skill that involves learning how to manipulate ribbon into a form (bow) that will be a pleasing accessory for both the corsage and the potted plant, or that will highlight the focal point of a plant. In this module you will learn this important skill.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given ribbon and scissors, tie a bow for a potted plant and a bow for a corsage. Bows must be well formed, securely tied, and complement the floral product for which it is designed.

LEARNING ACTIVITIES

1. READ Ohio State University, Retail Floriculture, Book II, pp. 21-24, "Making a Bow"; or READ Pennsylvania State University, Retail Flower Shop Operation and Management, pp. 80-82; or READ Benz, Flowers: Geometric Form, pp. 116-120.

   (or)____________________

2. READ Instruction Sheet I, TYING BOWS FOR CORSAGES AND POTTED PLANTS.

   (or)____________________

3. OBTAIN ribbon and PRACTICE tying corsage and potted plant bows. Check your work with the illustrations in the references that you read and with Student Self-Check I, TYING CORSAGE BOWS.

4. READ Ohio State University, Retail Floriculture, Book II, p. 169, "Add a Ribbon Bow, No. 5."

   (or)____________________

5. OBTAIN No. 9 ribbon from your teacher . and PRACTICE tying bows for potted plants. Check your work with the illustrations in the reference which you have read and with Student Self-Check II, TYING BOWS FOR POTTED PLANTS.

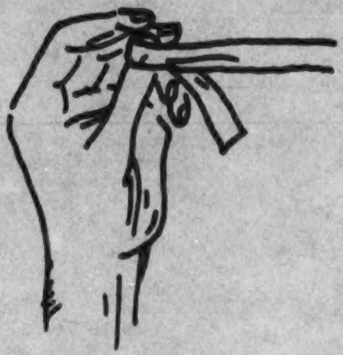
6. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

Instruction Sheet I

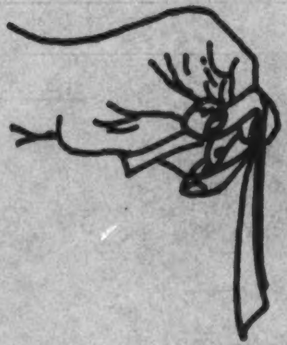
TYING BOWS FOR CORSAGES AND POTTED PLANTS

Corsage Bows

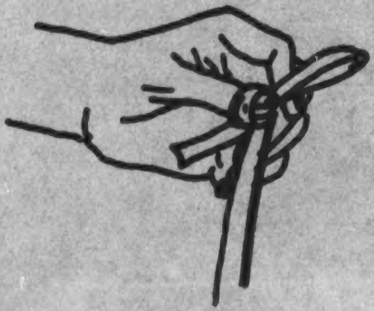
1. Hang the ribbon over your left thumb with the long side draping in front.



2. With your right hand, take the long side of the ribbon and loop it under and around your left thumb. Squeeze the loop of the ribbon between your left thumb and forefinger.

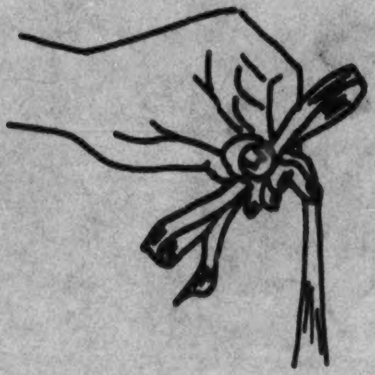


3. Now take approximately 7 – 8 cm (3 in.) of the ribbon with your right hand and form a loop in the air and crush it between the left thumb and forefinger. Remember to loop the ribbon under rather than over.

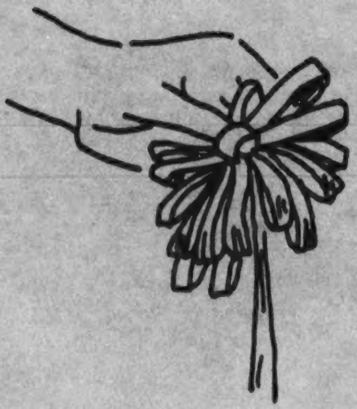


4. Go down the ribbon 7 – 8 cm (3 in.) and make a matching loop under, squeezing it between the left thumb and forefinger.

5. Make another loop in each direction, slightly larger than the first two.



6. Continue to make loops in each direction, each one slightly larger than the preceding one. Stop when the bow is a proper size to complement the floral product for which it is to be used.



7. Now cut a piece of the same color ribbon approximately 20 cm (8 in.) in length.

8. Insert one end of this ribbon under the first small loop in place of your left thumb. Pull both ends of the ribbon down and tie it in the back to hold the bow together.

9. Use the two ends of the ribbon that you used to hold the bow together to tie it on to the bottom flower of the corsage.

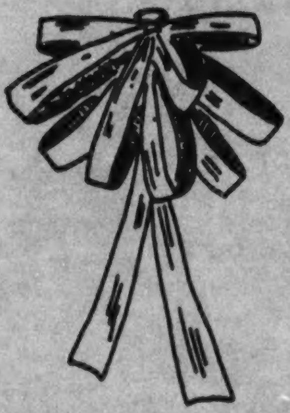
10. Trim off any ribbon ends that are too long and you have finished your corsage bow.

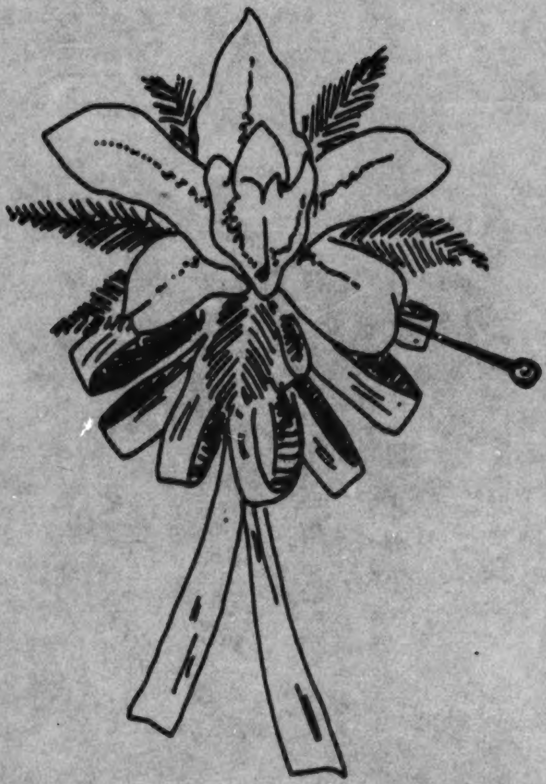
Student Self-Check I

TYING CORSAGE BOWS

When you have finished tying corsage bows, check your work according to the following standards.

YES	NO	
___	___	The bow I tied is no wider than the fullest part of the corsage that I plan to put it on.
___	___	The bow I tied will decorate the corsage and not dominate it.
___	___	The wire I used holds the bow securely.
___	___	The bow I tied looks similar to the one in the illustrations below.



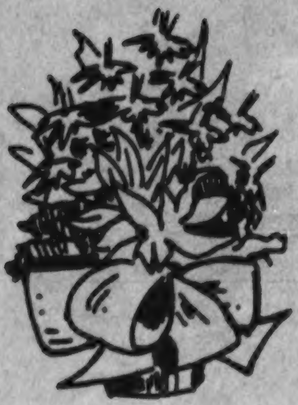


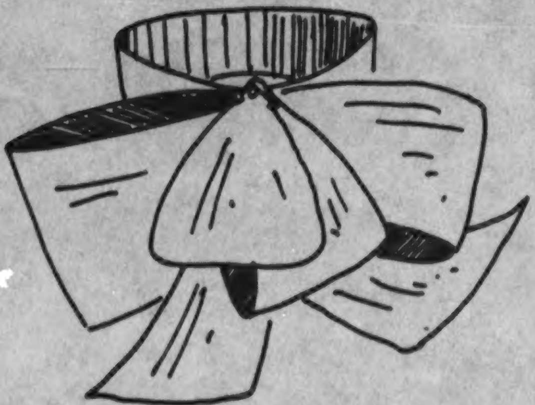
Student Self-Check II

TYING BOWS FOR POTTED PLANTS

When you have finished tying bows for potted plants, check your work using the following rating sheet.

YES	NO	
____	____	The potted plant bow that I tied will decorate the plant and not dominate it.
____	____	The ribbon I tied will hold together.
____	____	The color of the ribbon I tied will complement the color of foil on the plant pot.
____	____	The bow looks similar to the one in the illustrations below.





CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through the activity, your teacher will rate your performance using the Teacher's Final Checklist, TYING BOWS FOR CORSAGES AND POTTED PLANTS.

Your teacher will give you sufficient materials to make bows for a potted plant and a corsage. Tie the bows and return them to your teacher.

Student ______________________

Date ______________________

Teacher's Final Checklist

Check the student's performance in the following elements of tying bows for corsages and potted plants.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
The student tied bows for corsages and potted plants that:				
1. Were well shaped.	☐	☐	☐	☐
2. Were securely tied.	☐	☐	☐	☐
3. Served to complement, not dominate, the corsage or plant.	☐	☐	☐	☐

Module FD-11

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

BOXING CUT FLOWERS

INTRODUCTION

Customers should receive orders of cut flowers packaged attractively and in good condition. Cut flower boxes, when properly assembled, will assist the florist in accomplishing this goal. This module is designed to help you learn how to assemble these boxes and package cut flowers so that the customers will receive them in an attractive and undamaged condition.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing these Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given cut flowers, a cut flower box, a liner, foliage and cut flowers, box the flowers. The box must be assembled according to instructions; the flower stems must be trimmed and flowers placed to rest on tissue paper and foliage; the box must be securely tied and labeled with receiver's name and address.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, MAKING UP CUT FLOWER BOXES.

   (or) ______________________

2. CHECK YOUR KNOWLEDGE of making up a cut flower box by completing Student Self-Check I, ASSEMBLING A CUT FLOWER BOX.

   (or) ______________________

3. READ Instruction Sheet II, PREPARING THE CUT FLOWER BOX FOR FLOWERS.

   (or) ______________________

4. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, PREPARING THE BOX FOR FLOWERS.

5. READ Instruction Sheet III, PREPARING THE CUT FLOWERS FOR THE BOX.

   (or) ______________________

6. CHECK YOUR KNOWLEDGE by completing Student Self-Check III, PREPARING THE CUT FLOWERS FOR THE BOX.

7. READ Retail Floriculture, Book I, pp. 42 and 43, "Cut Flowers in a Box."

   (or) ______________________

8. READ Instruction Sheet IV, PUTTING ON THE FINISHING TOUCHES.

(or) ______________________________

9. ARRANGE with your teacher to complete this module by going through the CHECK-OUT ACTIVITIES.

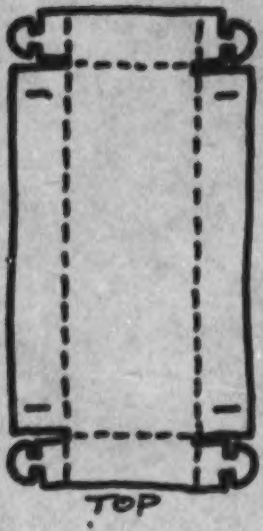
Instruction Sheet I

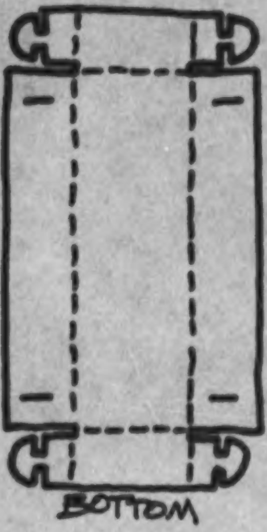
MAKING UP CUT FLOWER BOXES

Before you start making up cut flower boxes be sure that your hands are clean. Then, select a box that is large enough so that the flowers will easily fit into it and not be damaged during delivery. Most boxes are in two pieces, a top and a bottom, so you probably will have to assemble both.

Follow these steps when assembling the boxes and you will construct a sturdy, nice-looking box that any customer or recipient will welcome.

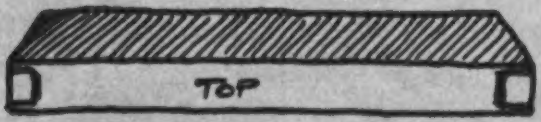
1. Crease both the top and bottom of the box along pre-pressed lines.

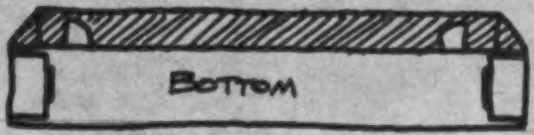


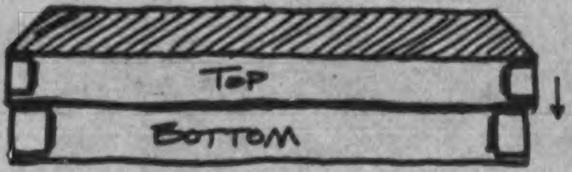


2. Place each tab into the appropriate slot making certain that it is locked in place.

3. Check both the top and bottom of the box to be certain that they will protect the cut flowers.







Student Self-Check I

ASSEMBLING A CUT FLOWER BOX

Directions: After you have read Instruction Sheet I, obtain a cut flower box (bottom and top) from your teacher and assemble it. Use Instruction Sheet I as a guide if you need it.

Check your assembled box to see if you:

1. Creased both the top and bottom of the box along each pre-pressed line.
2. Placed each tab into appropriate slots making certain that it locked into place.
3. Checked both the top and bottom of the box to be certain that they will protect the cut flowers from damage during delivery.

Instruction Sheet II

PREPARING THE CUT FLOWER BOX FOR FLOWERS

After you have assembled the cut flower box you must prepare it to receive the flowers.

You will need the following materials: (1) the assembled box, (2) a tissue liner, (3) appropriate foliage, and (4) floral foam.

After collecting these materials:

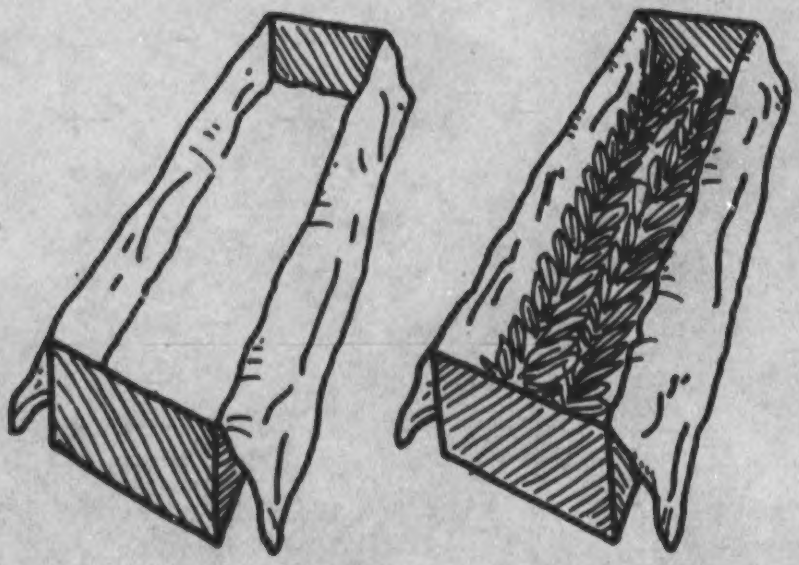
1. Line the bottom of the box with floral tissue liner so that the paper extends up each side.
2. Place the appropriate foliage, such as fern, jade, or leather leaf, in the bottom of the box to cushion the cut flowers.
3. Cut a piece of floral foam that has been soaked in a mixture of water and floral preservative to fit into the stem end of the box. (Commercial sizes can be used.) This step is optional.

Student Self-Check II

PREPARING THE BOX FOR FLOWERS

Directions: You have read Instruction Sheet II, PREPARING THE BOX FOR FLOWERS. Now you are ready to practice this activity.

1. Obtain the following materials from your instructor:
    a. Floral tissue liner
    b. Appropriate foliage
    c. Floral foam
2. Next, prepare the box that you assembled to receive the flowers.
3. Check your work to see that you:
    a. Lined the bottom of the box with floral tissue so the liner extends up each side.
    b. Used an appropriate foliage in the bottom of the box to create a cushion for the cut flowers.
    c. Cut or placed a pre-cut piece of water-soaked floral foam in one end of the box to receive the stem end of the cut flowers.

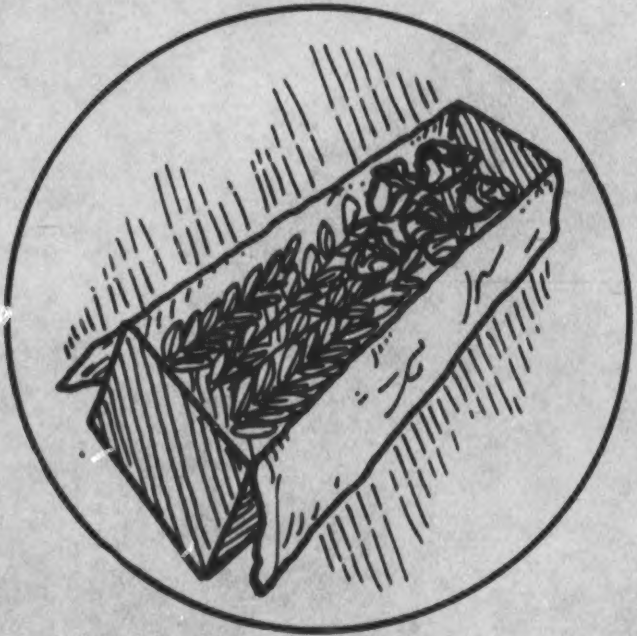


Instruction Sheet III

PREPARING THE CUT FLOWERS FOR THE BOX

You are now ready to prepare the cut flowers for boxing.

1. Select the flowers that are listed on the order.
2. Cut the stems to the appropriate length.
3. Remove thorns or leaves that will be below water level.
4. Insert the stems into the water-soaked floral foam, taking care not to push the stem ends through the floral foam. Or, lay the flowers on the cushion of foliage.
5. Place a cut flower "care" card in the box.
6. Place an envelope of floral preservative in the box (optional).



Student Self-Check III

PREPARING THE CUT FLOWERS FOR THE BOX

Directions: Having read Instruction Sheet III, you are now ready to practice preparing the cut flowers for boxing.

1. Obtain the following materials from your instructor:
    a. Cut flowers
    b. Florist knife/shears
    c. Care card
2. Box the flowers.
3. Check to see that you:
    a. Selected appropriate flowers.
    b. Cut the stems so that the flowers lay in the box without being overcrowded.
    c. Removed thorns or leaves which will be below water level.
    d. Either inserted the stems of the cut flowers into the water-soaked floral foam taking care not to push stems through the foam, or laid the flowers on the cushion of foliage so that they will be protected from delivery damage.
    e. Placed an appropriate cut flower "care" card in the box.
    f. Placed a small package of floral preservative in the box. (optional)

PUTTING ON THE FINISHING TOUCHES

You have finished boxing the flowers. The following steps will complete the process.

1. Fold the tissue liner over the cut flowers.
2. Write the enclosure card. (Refer to order form.)
3. Place the top on the box.
4. Insert the enclosure card into an envelope.
5. Secure the enclosure card on top of cut flowers.
6. Tie the box with ribbon and a bow.
7. Write a delivery address on the box label.
8. Place in storage cooler for delivery or customer pickup.

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through the activity, your teacher will rate your performance using the Teacher's Final Checklist, BOXING CUT FLOWERS.

– Your teacher will give you a customer's order for cut flowers and materials for boxing the order. Box the cut flower order.

Student ____________________________

Date ____________________________

Teacher's Final Checklist

Check the student's performance in the following elements of boxing cut flowers.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

In the process of boxing cut flowers, the student:	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Assembled the appropriate box correctly.	☐	☐	☐	☐
2. Prepared the box for receiving the cut flowers.	☐	☐	☐	☐
3. Trimmed the stems of the cut flowers and inserted them correctly in the box.	☐	☐	☐	☐
4. Included an enclosure card.	☐	☐	☐	☐
5. Sealed the box securely.	☐	☐	☐	☐
6. Filled out delivery label.	☐	☐	☐	☐

RETAIL FLOWER SHOP SALESPERSON
AND FLORAL DESIGNER

EXPLAINING THE CARE OF CUT FLOWERS TO CUSTOMERS

INTRODUCTION

A floral designer and a retail flower shop salesperson will often be asked by customers, "How do I care for cut flowers?" To be able to answer this question is important in maintaining good customer relations and in promoting the sale of cut flowers. In this module you will learn how to explain the care of cut flowers to customers.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity. Then either arrange with your teacher about doing these Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

Given a customer who desires information on how to care for cut flowers, explain the procedure for caring for them. All applicable items on the Teacher's Final Checklist should be completed acceptably.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, CARING FOR CUT FLOWERS IN THE HOME.

   (or) ______________________________

2. CHECK YOUR KNOWLEDGE by taking Student Self-Check I, EXPLAINING THE CARE OF CUT FLOWERS TO CUSTOMERS.

3. ARRANGE with your teacher to complete the module by going through the Check-Out Activities.

Instruction Sheet I

CARING FOR CUT FLOWERS IN THE HOME

A floral designer and a retail flower shop salesperson will be expected to answer many customer questions. One of the questions asked most often is, "How do I take care of cut flowers in my home?" The following information will help you answer this question.

When explaining to the customer how to care for cut flowers, include the following:

1. Using a sharp knife or flower shears, cut approximately 2.5 cm (one inch) from the bottom of the stem.
2. Remove all leaves and thorns which will be below water level when placed in a container.
3. Place the cut flowers in a clean container to which warm water (38°C. or 100°F.) and a floral preservative have been added.
4. Avoid placing flowers in direct sunlight, in a draft, or close to a heat source (register, stove, oven, and T.V. sets).
5. Check the container at least once a day to see if fresh water needs to be added. Add fresh (room temperature) water when needed.
6. Your cut flowers will keep their bloom life longer if displayed in a cool room.
7. If the cut flowers start to wilt prematurely, it may help to cut the stems again and place them in fresh warm water.

Student Self-Check I

EXPLAINING THE CARE OF CUT FLOWERS TO CUSTOMERS

DIRECTIONS: Read the following case situation. On a seperate sheet of paper, write the answers to fill in the blanks. Check your responses with the key.

You are in the retail sales area when a customer enters the store. Immediately you ask the customer, "May I help you?" The customer replies, "I want to buy some cut flowers. Can you tell me how I should care for them at home?"

"Yes, I certainly can. Immediately after getting your flowers home, cut, using a sharp knife, approximately (1) ________ cm or ____in. from the bottom of the stem of each flower. Then remove all of the leaves and/or thorns which will be below (2) ________ in your container. Fill the container with warm water, which is approximately (3) ______° C. or ________° F., and add (4) ________ ________ to the water. Check your container at least (5) ________ a (6) ________ to see that it has the proper amount of water in it. If your flowers need additional water, add (7) ________ temperature water. If you avoid placing your container of flowers in direct sunlight, in a (8) ________, or close to heat-producing sources such as (9) ________, (10) ________, and (11) ________ the bloom life will be lengthened. Also, the bloom life will be lengthened if you place the flowers in a (12) ________ room. If your cut flowers begin to wilt prematurely, it may help to (13) ________ the stems and place them in fresh water to which you have added floral preservative."

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through the activity, your teacher will rate your performance using the Teacher's Final Checklist, CARING FOR CUT FLOWERS IN THE HOME.

Your teacher will play the role of a customer who needs information concerning how to care for cut flowers in the home. Explain to your teacher how to care for cut flowers.

Module No. FD-12

EXPLAINING THE CARE OF CUT FLOWERS TO CUSTOMERS

Student ____________________

Date ____________________

Teacher's Final Checklist

Check the student's performance in the following elements of explaining the care of cut flowers to customers.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

In the process of explaining the care of cut flowers, the student told the customer to:

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Remove all leaves and thorns below water level in container.	☐	☐	☐	☐
2. Cut off 2.5 cm (one inch) of stem to permit water to be absorbed.	☐	☐	☐	☐
3. Place the flowers in a container of warm water 38°C. (100° to 110°F.) in which a preservative is added.	☐	☐	☐	☐
4. Add fresh water (room temperature) when needed.	☐	☐	☐	☐
5. Avoid placing the flowers in direct sunlight, in a draft, or near a radiator.	☐	☐	☐	☐

Student Self-Check I

ANSWER KEY

1. 2.5 cm or 1 inch
2. water level
3. 38° C. or 100° F.
4. floral preservative
5. once
6. day
7. room
8. draft
9. registers
10. stoves
11. television sets
12. cool
13. recut

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

DESIGNING CORSAGES

INTRODUCTION

Floral designers frequently receive orders for corsages. This floral accessory is similar to a piece of jewelry; when it is worn, it should complement the person wearing it. This module will help you learn how to design corsages.

DIRECTIONS

Before you start to work on this module be sure you have completed Module FD-10, "Tying Bows."

If you have completed this module, read the objective below. If you think you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

Given an order for a corsage, select the flowers, accessories, designer's tools and supplies and design the corsage. All items on the Teacher's Final Checklist should be completed acceptably.

LEARNING ACTIVITIES

1. READ Stratman, Retail Floriculture, Book II, "Making a Corsage," pp. 7-34.

   (or) ______________________

2. READ Benz, Flowers: Geometric Form, pp. 124-157.

   (or) ______________________

3. VIEW audiovisual presentation FD-15, "Designing A Corsage."

   (or) ______________________

4. PRACTICE making a corsage by following the guidelines on Instruction Sheet I, MAKING A CORSAGE.

   (or) ______________________

5. EVALUATE the corsage you designed in Learning Activity 4 using Instruction Sheet II, DESIGN CHECKLIST.
6. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

Instruction Sheet I

MAKING A CORSAGE

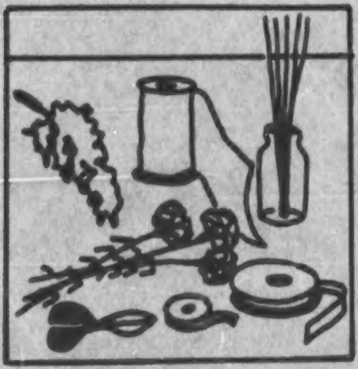
The following guidelines will help you learn how to design a crescent corsage. Refer to your reference for illustrations and suggestions on selecting flowers and foliage, as well as corsages appropriate for various occasions.

1. Plan the corsage considering the following factors:

   a. Color of recipient's clothing
   b. Occasion
      —Formal
      —Informal
   c. Customer's preference

2. Assemble all of the tools and supplies:

   a. Flowers
   b. Foliage
   c. Floral tape
   d. Floral wire
   e. Ribbon
   f. Shears
   g. Netting for tufts
   h. Jar for holding wired flowers and foliage

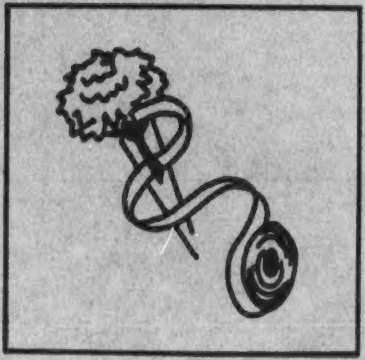


3. The corsage illustrated is a three-flower crescent.

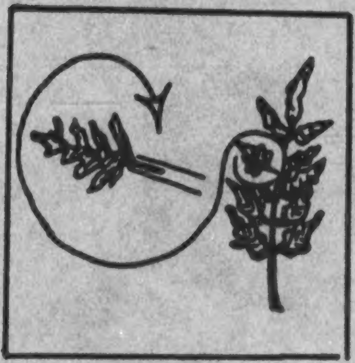
4. Cut the three flower stems on a slant leaving approximately .6 cm (one-fourth of an inch) below the calyx.

Instruction Sheet I (contd.)

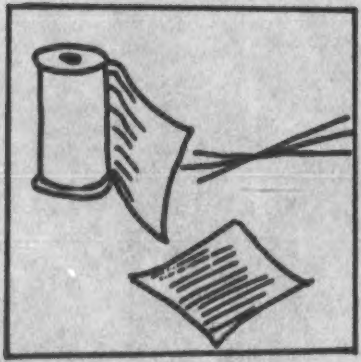
5. Wire each of the flowers using the piercing method, and wrap each stem with floral tape.
   a. Insert wire (24-26 gauge) through the calyx and bend each end down.
   b. Wrap the calyx and wire of each flower with floral tape.

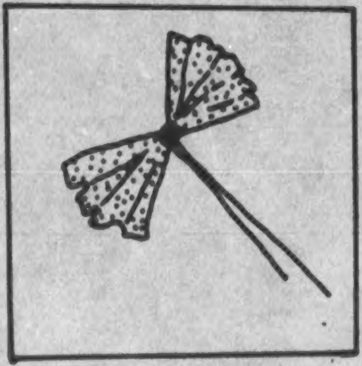


6. Cut three pieces of foliage as shown in the audiovisual presentation, and wire them using the hairpin method.



7. Prepare three corsage tufts as shown in the audiovisual presentation.

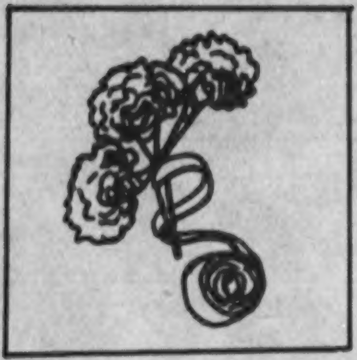




Instruction Sheet I (contd.)

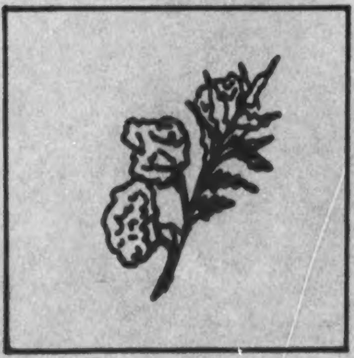
8. You have now completed the elements of the corsage and are ready to begin assembling them.

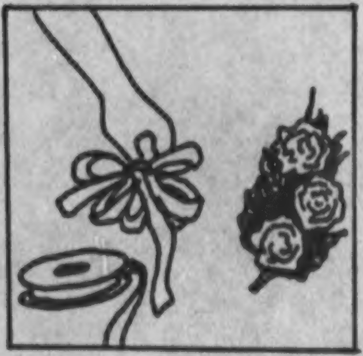
9. Form a crescent-shaped design with the prepared flowers by:
   a. bending the first (top) flower slightly to the right,
   b. bending the middle flower slightly to the right,
   c. bending the third (bottom) flower slightly to the left.



10. Using as little floral tape as possible (to keep the corsage from becoming bulky), tape the crescent-shaped form together.

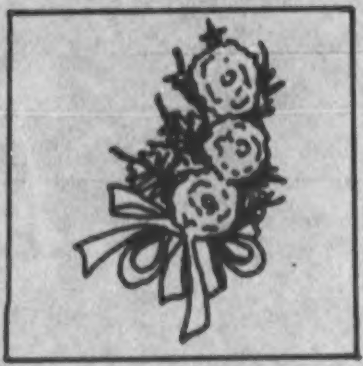
11. Position the prepared foliage on the back of the corsage and tape it.





12. Place the prepared tufts, as shown in the audiovisual presentation, and tape with floral tape.

13. Tie a corsage bow and position it as shown in the audiovisual presentation; attach the bow by tying it around the taped stem. Then trim the streamers.

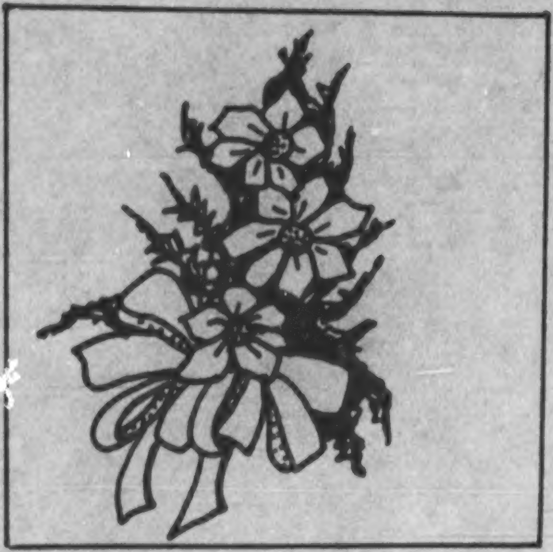


Instruction Sheet II

DESIGN CHECKLIST

The following checklist will help you evaluate your ability to design a corsage. If you successfully perform a step, place a check in the YES Column to the left of the listed activity. If you feel you need additional practice to perform the activity, place a check in the NO Column and practice this activity again.

YES	NO	
____	____	I cut each flower stem on a slant and left approximately .6 cm (one-fourth of an inch) below the calyx.
____	____	I used 24-26 gauge wire for flowers, tufts and foliage.
____	____	I wired and taped each flower.
____	____	I enclosed the calyx with floral tape.
____	____	I positioned the foliage and the tufts.
____	____	I completely covered all wires on the stems and foliage with appropriate color of floral tape.
____	____	I bent the ribbon wire away from the back of the corsage.
____	____	My completed corsage incorporates the principles of floral design and resembles the following illustration.



CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. After you have finished the activity, your teacher will rate your performance using the Teacher's Final Checklist, DESIGNING CORSAGES.

Your teacher will give you an order for a corsage. Select the flowers, accessories, tools and supplies, and design the corsage.

Student ____________________

Date ____________________

Teacher's Final Checklist

Check the student's performance in the following elements of designing corsages.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

In the process of designing corsages, the student:

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Selected conditioned flowers as specified on the order.	☐	☐	☐	☐
2. Wired flowers and taped stems.	☐	☐	☐	☐
3. Tied and added bow of appropriate color.	☐	☐	☐	☐
4. Designed a corsage that adheres to the principles of floral arranging and one that is shaped as specified by the order.	☐	☐	☐	☐

Module No. FD-16

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

WRITING ENCLOSURE CARDS

INTRODUCTION

When customers purchase gift merchandise such as floral arrangements, cut flowers, and gift items, the salesperson should ask if an enclosure card is desired. These cards are then placed with the gift to let the recipient know who has sent it. This module will help you learn how to select and write enclosure cards.

DIRECTIONS

Read the objective below. If you think that you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete the learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given three enclosure cards and three messages, write the correct messages neatly and without spelling errors on the appropriate cards.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, ENCLOSURE CARDS.

   (or) ______________________________

2. READ Student Self-Check I, WRITING ENCLOSURE CARDS, and do the practice exercise.
3. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

Instruction Sheet 1

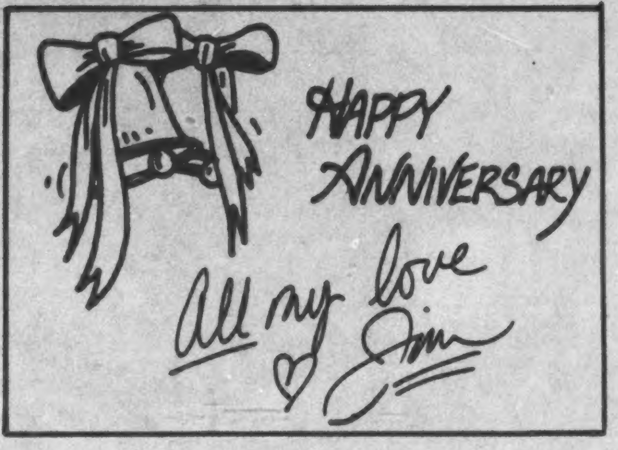
ENCLOSURE CARDS

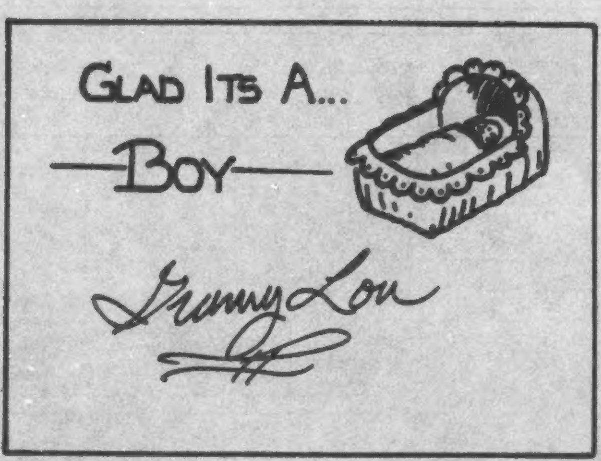
An enclosure card announces to the receiver the name of the person who sent the floral gift. See illustrations on page 3. This card may contain only the name of the sender, or it may also contain a message with the name of the sender. Customers should always be asked if they wish to have an enclosure card included with their orders for gifts, whether it is a telephoned order or a walk-in order. Walk-in customers should be asked if they wish to write the card themselves.

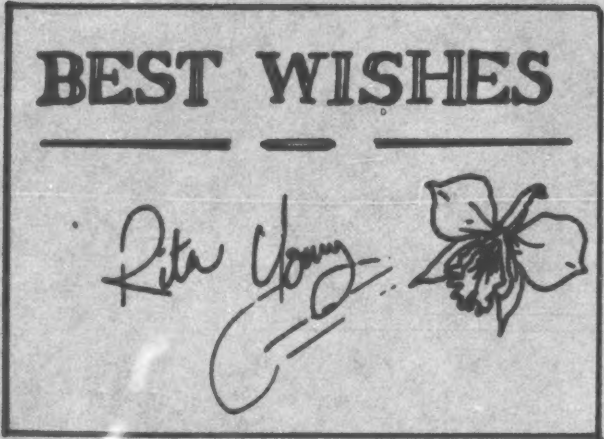
As a salesperson in a retail florist shop, you should be able to write enclosure cards correctly and neatly. All words should be spelled correctly.

If you will do the following activities, you will be able to write enclosure cards which will please customers.

1. After completing a sale, ask the customer if he/she wishes to include an "enclosure card" with the gift.
2. Ask the customer if he/she wishes to write it; and if so, give him/her a blank card that is appropriate for the occasion.
3. If the customer wishes to have you write it (especially when it is a telephoned order), write the desired message on the order form.
4. Ask the customer to spell the name of the receiver of the gift if you are not certain how to spell it.
5. Ask the customer to tell you what the occasion is, so that you may select the proper card.
6. Write the card as soon as the customer has left the store or has completed the telephone order. Place it with the order form so that the floral designer can include it with the gift.
7. When writing the card, make sure you write neatly and spell words of the message correctly.
8. Insert the card into an envelope.


HAPPY
ANNIVERSARY
All my love
Jim


GLAD ITS A...
BOY
Granny Lou


BEST WISHES
Rita Young

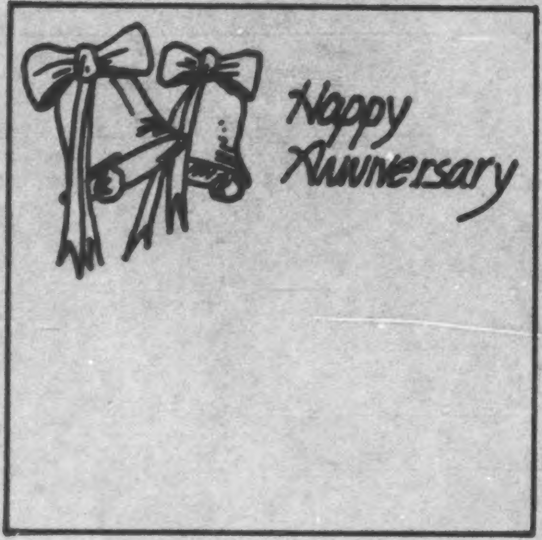
Student Self-Check I

WRITING ENCLOSURE CARDS

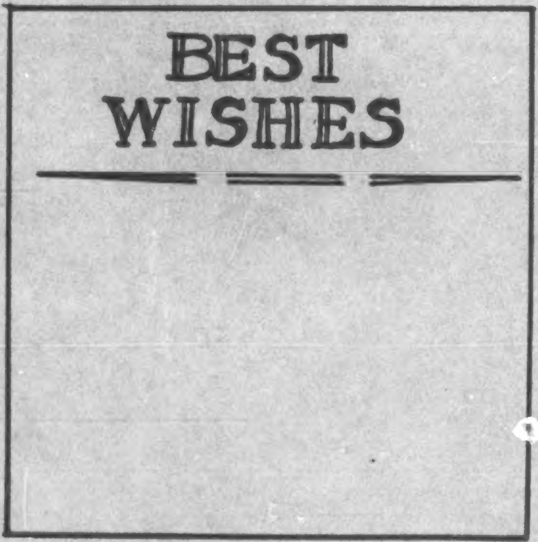
DIRECTIONS: You have read resources concerning how to write enclosure cards. This practice exercise is included to help you check your skill in performing this activity.

Below are examples of enclosure cards which you may find in retail flower shops. The information which you will need is written under each card. Assume that each customer has asked you to write the message. Complete each of the cards.

Check your cards with those that are on page 3 of this Student Self-Check. They should have a similar appearance.

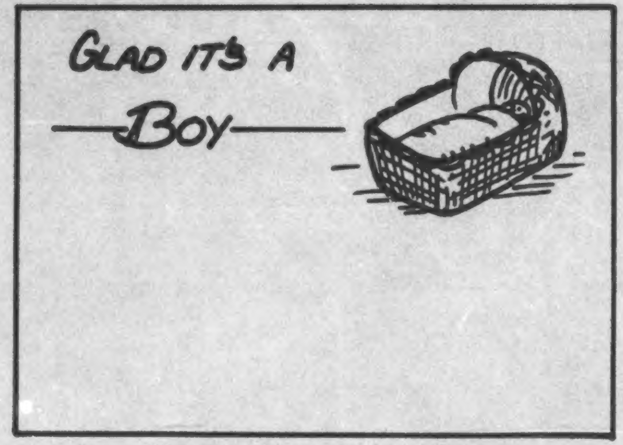


Message: All of our love, Granny and Pop Alexander



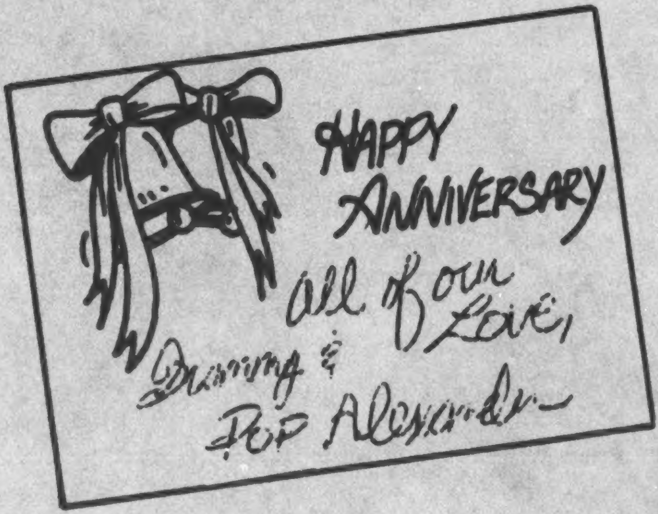
Message: Mrs. John Alexander

Student Self-Check I (contd.)


GLAD IT'S A
BOY

Message: Your husband, Tom

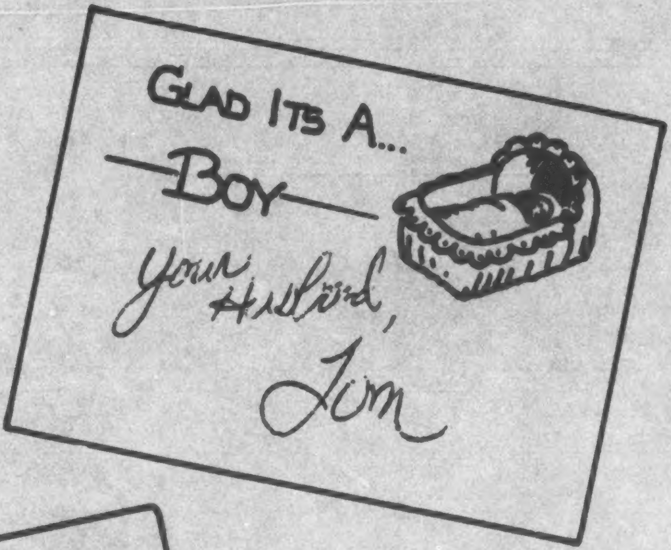
Student Self-Check I (contd.)



HAPPY ANNIVERSARY

All of our Love,

Granny & Pop Alexander

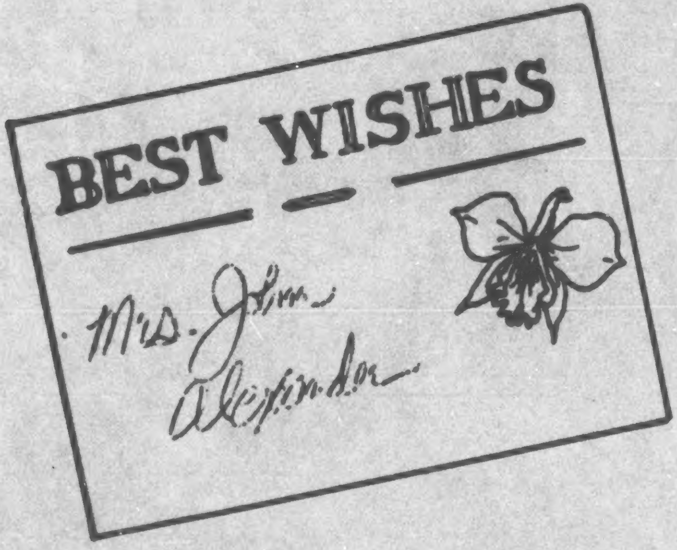


GLAD ITS A...

BOY

Your Husband,

Tom



BEST WISHES

Mrs. John Alexander

CHECK-OUT ACTIVITIES

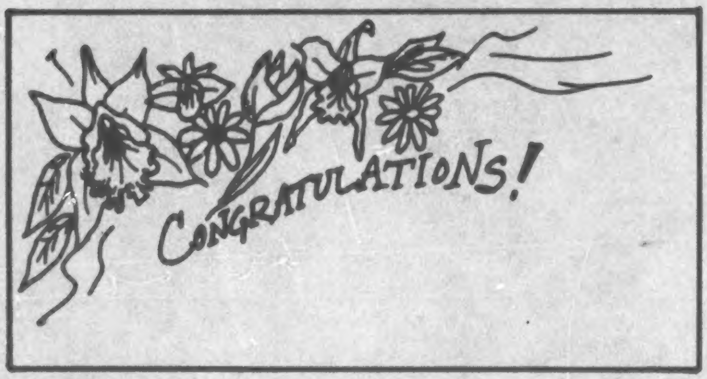
The statement below explains the activity you must be able to complete in order to finish this module. As you go through the activity, your teacher will rate your performance using the Teacher's Final Checklist, WRITING ENCLOSURE CARDS.

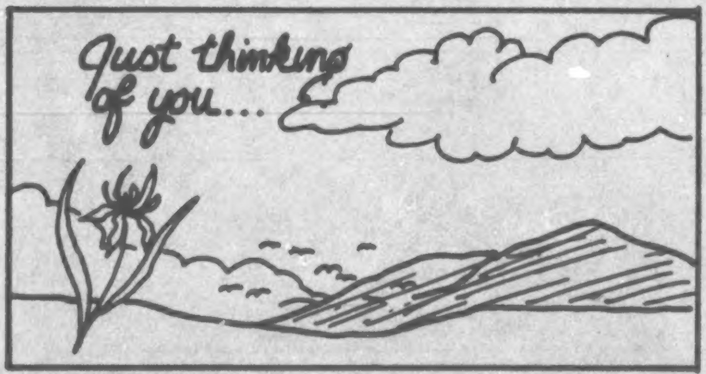
Your teacher will provide you with three enclosure cards, envelopes and information for each. Fill out each appropriately.

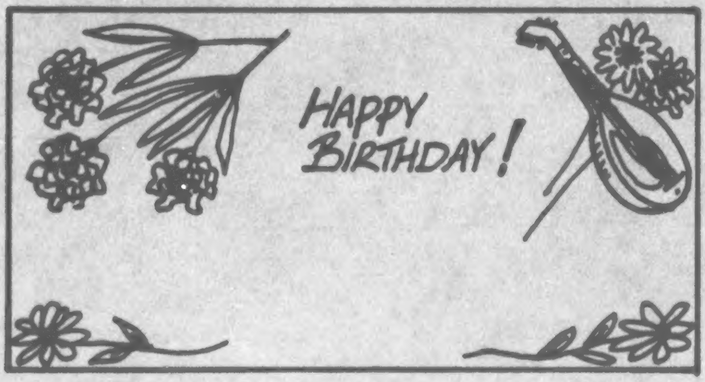
CHECK-OUT ACTIVITY

DIRECTIONS: Select the correct enclosure card and write the appropriate message on each.

1. Mr. Clark Kent has purchased a flower arrangement that is to be delivered to his wife for her birthday. He has requested that the following message be written on the enclosure card, "All of my love on your birthday, Clark."
2. Jane James has purchased a planter that is to be delivered to a friend. She has requested that the following message be written on the enclosure card, "May our friendship last forever, Jane."
3. Tommy Thomas' parents are celebrating their twenty-fifth wedding anniversary and he has purchased a potted mum to be delivered. He has requested that the following message be written on the enclosure card, "On your 25th wedding anniversary, Tommy."


CONGRATULATIONS!


Just thinking of you....


HAPPY BIRTHDAY!

Module No. FD-16

WRITING ENCLOSURE CARDS

Student ____________________

Date ____________________

Teacher's Final Checklist

Check the student's performance in the following elements of writing enclosure cards.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

The enclosure cards written by the student exhibited the following:

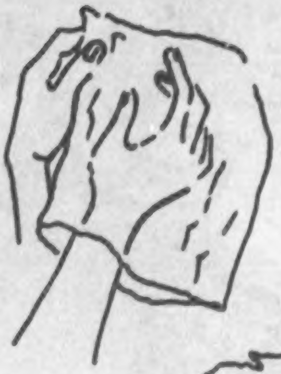
	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. All information requested was on the card.	[ ]	[ ]	[ ]	[ ]
2. All information was spelled correctly.	[ ]	[ ]	[ ]	[ ]
3. Writing was neat and legible.	[ ]	[ ]	[ ]	[ ]
4. Card was appropriate for the occasion.	[ ]	[ ]	[ ]	[ ]

Instruction Sheet II

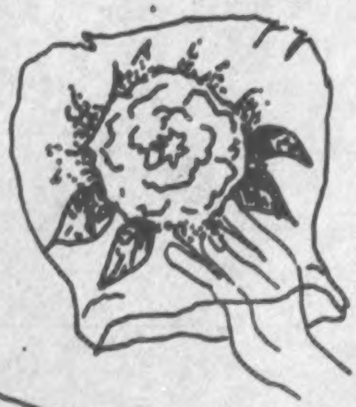
BAGGING AND BOXING CORSAGES

When bagging and boxing a corsage, select a bag and box that will be large enough to receive the corsage without cramping it.

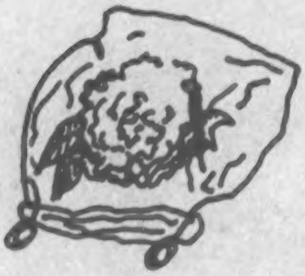
1. Fully open the corsage bag by placing your hand into it. Balloon the bag so that the plastic will stay off of the corsage flowers.



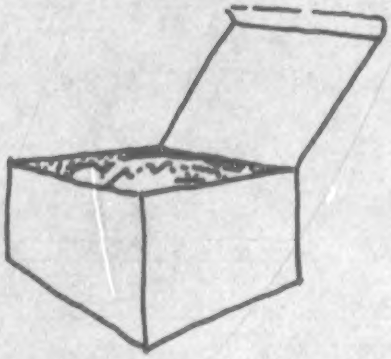
2. Carefully place the corsage in the ballooned bag.



3. Try to fold the end of the bag so that air will be trapped in the bag to hold the plastic off of the corsage flowers. Staple or stick corsage pins in the end to hold it closed.



4. Place the bagged corsage into a tissue lined corsage box.
5. Place enclosure card (in its envelope) inside the box.
6. Tie the box with appropriate ribbon and tag it for the delivery or customer pick-up.



RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

BOXING CORSAGES

INTRODUCTION

Floral designers want their customers to receive corsages in good condition. For this reason, they package corsages in bags and place them in corsage boxes to protect them during delivery. In this module you will learn how to package corsages so that the customers will receive them in a fresh, beautiful condition.

DIRECTIONS

Read the objective below. If you think that you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete learning activities in order to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided a corsage, a corsage bag and box, package the corsage for delivery. The package should be prepared so that the corsage will not be damaged or lose its freshness.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, MAKING CORSAGE BOXES.

   (or)________________________

2. READ Instruction Sheet II, BAGGING AND BOXING CORSAGES.

   (or)________________________

3. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, PREPARING A CORSAGE FOR PICK-UP OR DELIVERY.

4. READ Stratman, Retail Floriculture, Book I, p. 44, on preparing corsages and bouquets.

   (or)________________________

5. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

Student Self-Check

PREPARING A CORSAGE FOR PICK-UP OR DELIVERY

You have read how to prepare a corsage for pick-up or delivery. You are now ready to check your ability to perform this skill.

Obtain from your instructor the following materials:

A corsage box
A corsage bag
An enclosure card
Corsage pins
A corsage

Then prepare the corsage for delivery or customer pick-up.

As you go through the activities of preparing the corsage for customer pick-up or delivery, check your progress by using the following checklist.

1. I started with clean hands.
2. I selected a box and bag large enough to hold the corsage without cramping it.
3. I creased all of the folds before inserting the tabs into slots.
4. I placed all of the tabs into appropriate slots checking to see that each tab was locked into position.
5. I checked the box to see that I assembled it correctly and made sure that it would give maximum protection to the corsage.
6. I fully opened the corsage bag by placing my hand into it creating a ballooned bag.
7. I carefully placed the corsage into the bag.
8. I made an effort to fold the end of the corsage bag so that air was trapped in the bag.
9. I placed corsage pins in the fold to hold it in place.
10. I carefully placed the bagged corsage into the box.
11. I placed an enclosure card (in its envelope) into the box.
12. I tied the box with ribbon and tagged it for customer pick-up.

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through the activity, your teacher will rate your performance using the Teacher's Final Checklist, BOXING CORSAGES.

Your teacher will provide you with a corsage and materials needed for preparing it for customer pick-up or delivery. Package the corsage.

Student ______________________

Date ______________________

Teacher's Final Checklist

Check the student's performance in the following elements of boxing corsages.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

In the process of making up corsage boxes and boxing corsages, the student:

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Placed the corsage in bag and arranged the liner properly.	[ ]	[ ]	[ ]	[ ]
2. Wrote and enclosed an enclosure card.	[ ]	[ ]	[ ]	[ ]
3. Filled out delivery label.	[ ]	[ ]	[ ]	[ ]
4. Placed box in refrigerator for pick-up or delivery.	[ ]	[ ]	[ ]	[ ]

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

DESIGNING TERRARIUMS

INTRODUCTION

A terrarium provides an environment in which plants grow and thrive. This is usually a transparent glass container. A terrarium may be visualized as a desert, a forest, or a jungle under glass. A terrarium is easy to maintain since the glass container conserves moisture, protects plants from abrupt temperature changes, maximizes light, and provides a balanced environment that requires very little attention. Terrariums have recently enjoyed rapidly increasing popularity since one is limited in the design of terrariums only by imagination and a few basic rules. It is the purpose of this module to outline those basic rules and to give you experience in applying them toward the successful creation of a terrarium.

DIRECTIONS

Read the objective below. If you think that you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or,

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given an order for a terrarium, choose plants, a container, planting soil, designer's tools and supplies, and design the terrarium. The terrarium must exhibit balance, and the plants must be complementary in structure, size, and color, and must be adaptable to a terrarium environment.

LEARNING ACTIVITIES

1. READ Stratman, Retail Floriculture, Book II, pp. 115-119.

   (or)____________________

2. READ Sunset, Terrariums and Miniature Gardens, pp. 12-22.

   (or)____________________

3. VIEW the audiovisual presentation "Designing Terrariums."

   (or)____________________

4. READ Instruction Sheet I, DESIGNING A TERRARIUM, and do the practice exercise.

5. COMPLETE Instruction Sheet II, TERRARIUM DESIGN CHECKLIST.

6. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

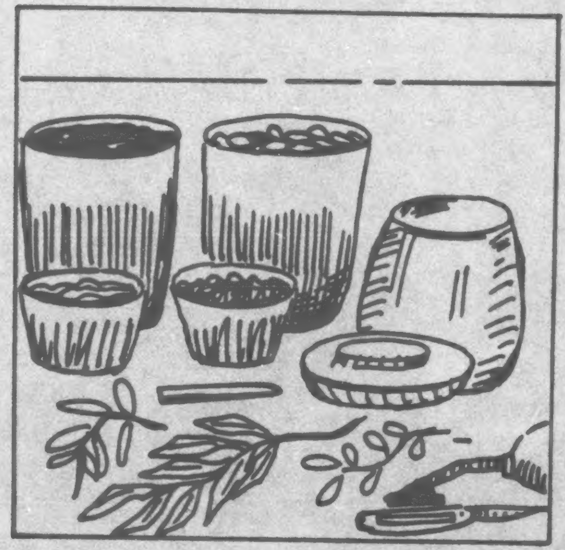
Instruction Sheet I

DESIGNING A TERRARIUM

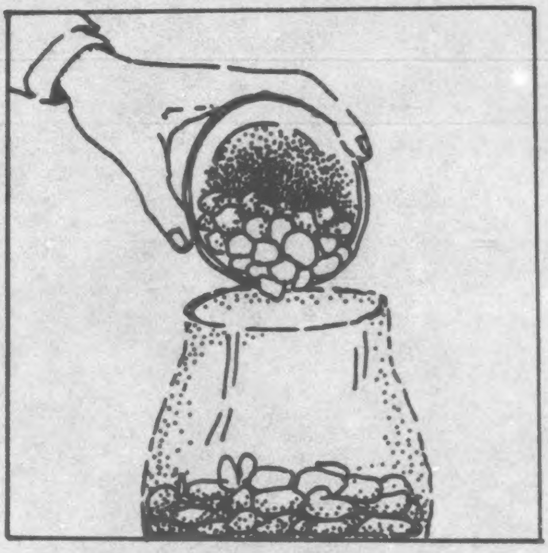
Study the following directions and illustrations. Then assemble the tools and materials and practice designing a terrarium.

1. Assemble the tools and materials and place them in a convenient location on your work table.

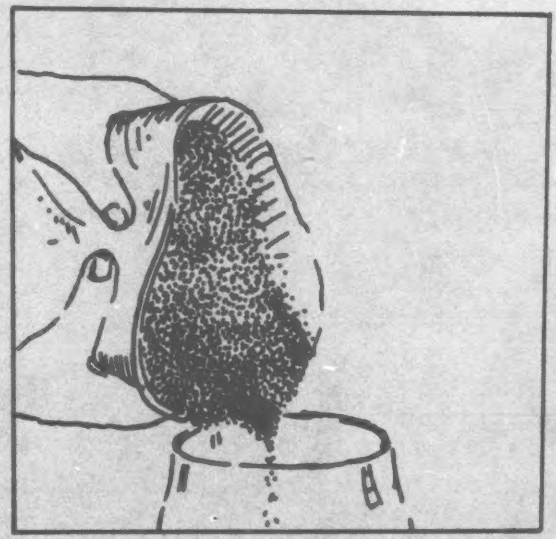
    - –Plants
    - –Pebbles
    - –Container
    - –Potting soil
    - –Knife or shears
    - –Decorative accessories
    - –Bulb-type water sprayer
    - –Blunt-end stick
    - –Charcoal (optional)
    - –Sphagnum moss (optional)



2. Wash and thoroughly rinse the container. Cover the bottom with a layer of pebbles to establish a drainage layer.

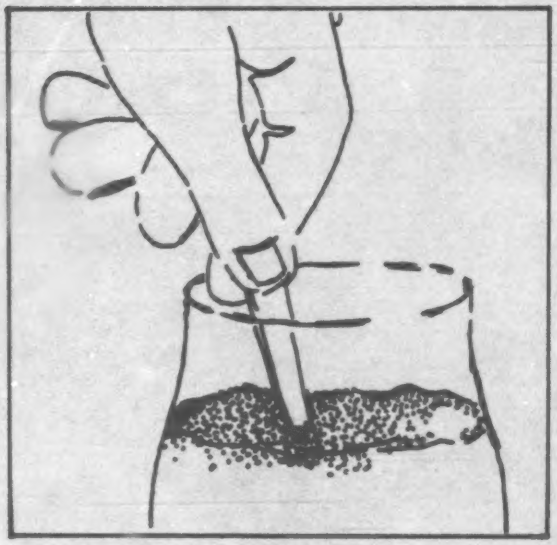


3. Add potting soil to form a layer 8 to 10 cm (3 to 4 inches) deep.



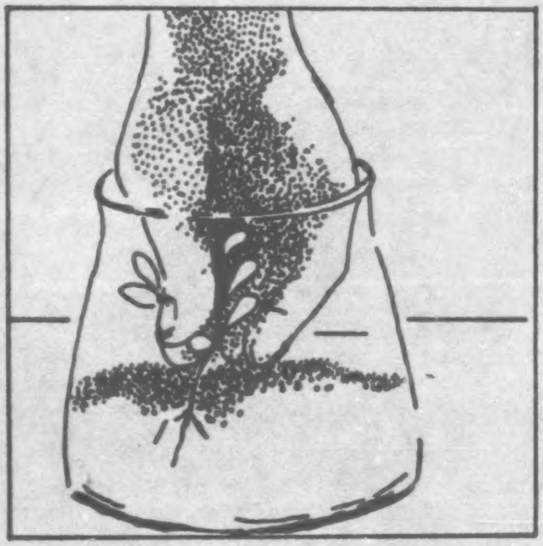
4. Form contours in the potting soil with your hand or a blunt-ended stick to create an interesting landscape.

5. Your container is now ready to receive either rooted plants or cuttings from plants. Plants should usually be moisture-loving plants of a dwarf variety. They should also vary in structure, size, and color.

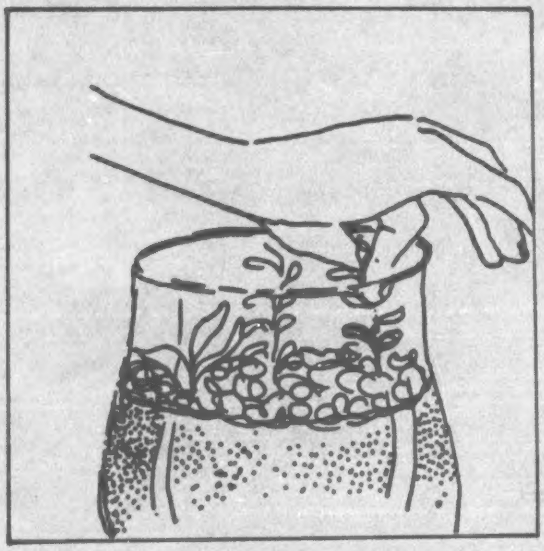


Instruction Sheet I (p. 3)

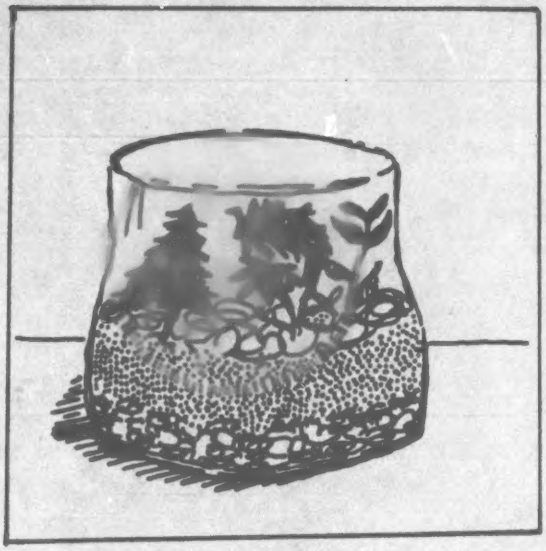
6. With your finger or a blunt-ended stick, make a slight depression in the potting soil, large enough to receive rooted plants. (Or if you are using cuttings, insert them into desired locations in the potting soil.)



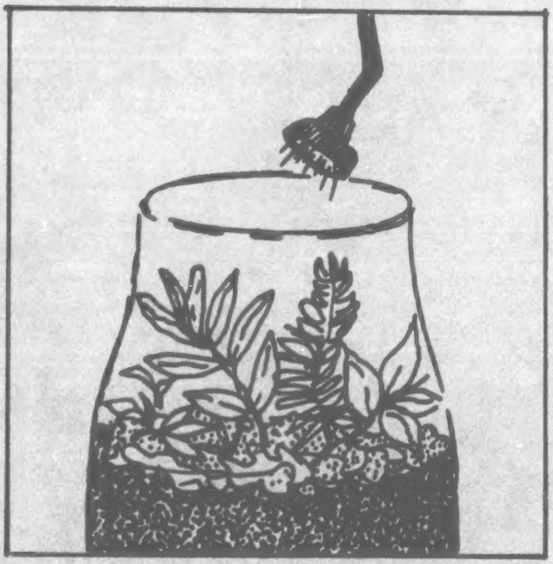
7. Beginning with the smallest plants, remove them from growing containers by turning them upside down and lightly tapping them on the edge of your work table. Trim the root system if it is too massive. Place the roots on the depression that you have made and cover with soil, gently packing it with your finger or blunt stick. For design ideas refer to those in Terrariums and Miniature Gardens, pp. 12-22.



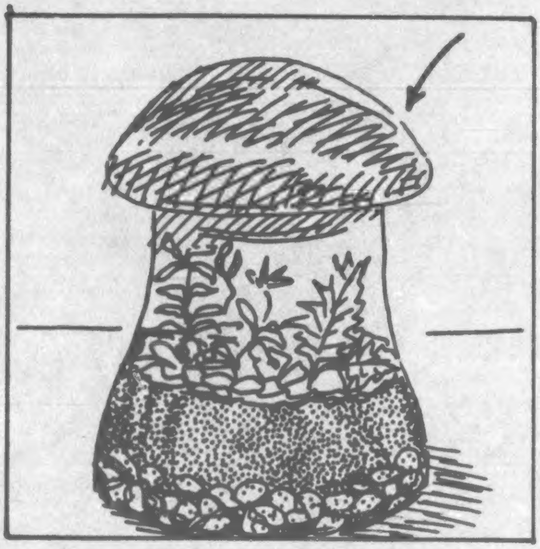
8. Place all of your plants into the soil in this manner. Avoid overcrowding the terrarium with plants. Large or tall plants can be used to create a focal point. Keep in mind that the plants will grow in the terrarium environment.



9. When you have achieved the desired effect, water the plantings using the bulb sprayer. Add animated objects such as miniature frogs, rabbits, etc.



10. Clean the inside and outside of the terrarium and put on the top of the container.



Instruction Sheet II

TERRARIUM DESIGN CHECKLIST

You have designed a terrarium. This checklist is included to help you evaluate your skill in its construction. If you feel that you have successfully performed each of the following steps, place a check in the YES column to the left. If you feel that you need additional practice to perform a specific step, place a check in the NO column to the left of the step and practice this step again.

YES	NO	
___	___	I assembled the appropriate tools and materials before beginning to construct the terrarium.
___	___	I properly prepared the container.
___	___	I selected plants which will live in a terrarium environment.

___ ___ I chose plants which are adaptable to a terrarium environment.

___ ___ I chose plants which are complementary in structure, size, and color.

___ ___ I designed a balanced terrarium.

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through the activity, your teacher will rate your performance using the Teacher's Final Checklist, DESIGNING TERRARIUMS.

Given an order for a terrarium, choose plants, a container, soil, tools, and supplies, and design a terrarium.

Student ______________________

Date ______________________

Teacher's Final Checklist

Check the student's performance in the following elements of designing terrariums.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
In designing terrariums, the student:				
1. Incorporated balance into the terrarium design.	[ ]	[ ]	[ ]	[ ]
2. Selected plants which are complementary in structure, size, and color.	[ ]	[ ]	[ ]	[ ]
3. Selected plants which are adaptable to a terrarium environment.	[ ]	[ ]	[ ]	[ ]

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

EXPLAINING TERRARIUM CONSTRUCTION AND CARE

INTRODUCTION

Customers of retail floral shops often ask salespeople how to design and care for the plants or flowers which they are planning to purchase. As a service to the customer, the salesperson should be able to explain clearly and accurately how to do this. This module is designed to help you learn how to explain the construction and care of terrariums to customers.

DIRECTIONS

Before you start to work on this module, be sure you have completed Module FD-31, "Designing Terrariums."

If you have completed this module, read the objective below. If you think that you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

Given a customer who desires information about how to design and care for terrariums, explain the procedures. All items on the Teacher's Final Checklist should be completed acceptably.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, EXPLAINING TO CUSTOMERS HOW TO DESIGN AND CARE FOR TERRARIUMS.

   (or)__________________________

2. REVIEW the following references: Stratman, Retail Floriculture, Book II, pp. 115-119; and Terrariums and Miniature Gardens, pp. 12-22.

   (or)__________________________

3. READ Instruction Sheet II, EXPLAINING HOW TO CONSTRUCT AND CARE FOR TERRARIUMS, and do the practice exercise.

4. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

Instruction Sheet I

EXPLAINING TO CUSTOMERS HOW TO DESIGN AND CARE FOR TERRARIUMS

Customers consider the retail floral salesperson an expert on planting and caring for plants. The increasing popularity of terrariums has brought many requests from customers for information about designing and caring for them.

When explaining how to design and care for terrariums, include procedures that will increase the customer's chance of success. Here are important points to stress:

1. The container must be transparent to allow enough light. Clear containers of glass or plastic work very well.
2. The soil mixture should be balanced; for example, 1/3 potting soil, 1/3 vermiculite, and 1/3 peat moss.
3. The plants for a terrarium must be the kinds that thrive in a closed environment. Inform yourself concerning plants which are appropriate for terrariums. Consult terrarium books if in doubt concerning certain plants.
4. A container should be prepared by cleaning and drying it and then covering the entire bottom with gravel or aquarium rocks to a depth of 2 to 5 cm (3/4 to 2 inches). Many designers suggest adding a thin layer of charcoal granules on top of the drainage layer to help absorb excess moisture. Some terrarium designers also place a nest of sphagnum or sheet moss on top of the charcoal and drainage layer that extends 5 to 10 cm (2 to 4 inches) up the sides of the terrarium.
5. The prepared soil mixture should be moistened lightly and then placed in the terrarium (on top of the sphagnum or sheet moss, if used). Remove the plants from their pots. Remove excess soil, checking the roots to insure that they are healthy. To design a terrarium that can be viewed from all sides, first place the small plants around the inside edge of it and then place the taller, larger plants in the center. Be certain to cover all of the roots of each plant. Water the completed terrarium with a sprinkler or mister, and clean the sides with a lint-free cloth or paper towel. To complete the terrarium, cover the container with the appropriate top.

Instruction Sheet I (p. 2)

6. When explaining to the customer how to care for and maintain the terrarium, it is important to discuss proper watering, fertilizing, and trimming procedures. If in doubt about the care of the terrarium, consult or suggest that the customer purchase a good terrarium book or pamphlet.

Instruction Sheet II

EXPLAINING HOW TO CONSTRUCT AND CARE FOR TERRARIUMS

You have read resources concerning how to construct and care for terrariums, and you have constructed one. You have also read Instruction Sheet I, which describes why you should be able to explain these procedures to customers. You should now be prepared to practice doing this.

If you have a tape recorder and recording tape in your learning laboratory, set it up for recording the following monologue.

Assume that you are a salesperson in a retail floral shop. A customer approaches and asks you the following question, "Can you explain to me how to construct and care for a terrarium?" Record the answer that you would give the customer. When you have completed your explanation, rewind and replay the tape. Listen closely to hear if you have included the procedures on the checklist below.

If a tape recorder is not available to you, ask another student to play the role of a customer and evaluate your explanation using the checklist below.

YES	NO	
____	____	Select a transparent container that has a top. (Mention that the shop sells the appropriate containers.)
____	____	Select plants that will live in a terrarium environment. (Mention that the shop sells the appropriate plants.)
____	____	Thoroughly clean, rinse, and dry container.
____	____	Place a layer of gravel in the bottom of container for drainage.
____	____	Place a layer of charcoal over the pebbles.
____	____	Place a layer of soil mixture over charcoal layer.
____	____	Remove plants from nursery pots.
____	____	Place the plants in the soil layer after making a slight depression in the soil. Suggest that small plants be placed around inside edge and taller, larger plants in the center.
____	____	Cover the roots of the plants with soil.
____	____	Clean the sides of the container and plant leaves with bulb type sprayer (fine mist).
____	____	Explain that our store has all the plants and materials needed for constructing terrariums:
____	____	Containers
____	____	Plants
____	____	Potting soil
____	____	Charcoal
____	____	Pebbles
____	____	Books on terrariums

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through this activity, your teacher will rate your performance using the Teacher's Final Checklist, EXPLAINING TERRARIUM CONSTRUCTION AND CARE.

Your teacher will play the role of a customer who desires information about designing and caring for a terrarium. Orally explain the procedures.

Student ______________________

Date ______________________

Teacher's Final Checklist

Check the student's performance in the following elements of explaining terrarium construction and care.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

In the process of explaining how to design and care for terrariums, the student included these directions:

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Clean the container and dry it.	☐	☐	☐	☐
2. Place layer of gravel.	☐	☐	☐	☐
3. Make a moss or sand nest (optional).	☐	☐	☐	☐
4. Place a layer of charcoal granules.	☐	☐	☐	☐
5. Fill nest with soil mixture.	☐	☐	☐	☐
6. Remove plants from pots.	☐	☐	☐	☐
7. Plant small plants around outside edge of arrangement.	☐	☐	☐	☐
8. Plant large plants near center of arrangement.	☐	☐	☐	☐
9. Water plants.	☐	☐	☐	☐
10. Sprinkle with water.	☐	☐	☐	☐

RETAIL FLOWER SHOP SALESPERSON
AND FLORAL DESIGNER

EXPLAINING HOW TO PLANT PLANTERS

INTRODUCTION

Retail florists and their sales people are often asked by customers how to design planters. As a service to customers, all sales people should be able to explain these procedures clearly and accurately. At the same time, the salesperson should use the opportunity to sell the materials that the customer will need. In this module, you will learn how to explain methods of constructing planters.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to perform the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given a customer who desires instructions on designing a planter, give the customer oral instructions. All applicable items on the Teacher's Final Checklist should be completed acceptably.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, SELECTING PLANTS FOR PLANTERS, and do the exercises.

   (or)________________________

2. READ Stratman, Retail Floriculture, Book II, p. 120, "Making a Planter," and pp. 106-109.

   (or)________________________

3. CHECK YOUR KNOWLEDGE by taking Student Self-Check I, PLANTS FOR THE PLANTER.

4. REVIEW Pfahl, The Retail Florist Business, pp. 373-389 if you need help in remembering how to design planters.

   (or)________________________

5. READ Instruction Sheet II, EXPLAINING TO CUSTOMERS HOW TO PLANT PLANTERS, and do the practice exercise.

   (or)________________________

6. EVALUATE the explanation you recorded in Learning Activity 5 using Instruction Sheet III, CHECKLIST.

7. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

Instruction Sheet I

SELECTING PLANTS FOR PLANTERS

When you are explaining to customers how to construct planters, either large or table-size, you should be able to recommend by name the plants which can be used for this purpose.

If you will read the following resources, you will be able to write a list of plants to recommend to customers. You should also familiarize yourself with the plants that are on hand in the shop where you are working. This knowledge will help you sell these plants.

Read the following resources to obtain knowledge of plants which can be used in planters.

1. Pfahl, The Retail Florist Business, pp. 383-384.
2. The John Henry Company, Retailer's Guide to Foliage Plants. (Use as a reference for specific plants.)
3. Pennsylvania State University, Retail Flower Shop Operation and Management, pp. 38-47
4. Stratman, Retail Floriculture, Book II, pp. 106-109.

As you read these resources, write a list of the plants that are suitable for small, table-size planters and/or dish gardens.

Student Self-Check I

PLANTS FOR THE PLANTER

1. Complete the exercise below on a separate sheet of paper. From the following list of plants choose the six that would grow best in medium or diffused light:

   Copper Leaf
   African Violet
   India Rubber Plant
   Pony Tail
   Coffee Plant
   German Ivy
   Spider Plant
   Snake Plant
   Velvet Plant
   Jade Plant

2. From the following list of plants, choose the ones that would grow best in direct light or full sunlight.

   English Ivy
   Wandering Jew
   Snake Plant
   Philodendron
   Wax Plant
   Jade Plant
   African Violet
   Gardenia
   Pony Tail
   Pineapple
   Velvet Plant
   Waffle Plant

Instruction Sheet II

EXPLAINING TO CUSTOMERS HOW TO PLANT PLANTERS

You have read resources and viewed demonstrations concerning how to design planters. You have also designed both large and table-size planters. As a salesperson in a retail flower shop, you will be asked by customers how to do this. The following outline is included in this module to help you plan a presentation that will answer the customer's inquiry.

1. Discuss the kinds of plants which are adaptable to a planter environment. Show these to the customer.
2. Discuss the kinds of containers that are suitable for planters. Show these to the customer.
3. Explain to the customer how to prepare the container to receive the plants. Show materials to the customer.
4. Explain the procedure of inserting the plants into the potting soil. Include pointers concerning placement of plants.
5. Explain the procedure of watering the planter. Show the customer the kind of bulb sprayer that is available.

Use the preceding outline and write a complete presentation that you would make if a customer asked you how to design a planter. After completing the written presentation, record it on tape as if you were presenting it to a customer.

Instruction Sheet III

CHECKLIST

Evaluate the explanation of how to design a planter that you recorded in Learning Activity 5 using the checklist below. If you have included each of the following categories, place a check in the YES Column. If you have left out a category, place a check in the NO Column; include this category in your next practice tape.

YES	NO	
____	____	I discussed the kinds of plants that are adaptable to a planter environment.
____	____	I discussed the kinds of containers that are suitable for planters.
____	____	I explained fully how to prepare the container.
____	____	I explained how to insert the plants into the potting soil.
____	____	I explained fully how to water the plants in the planter.
____	____	I feel that my presentation would help the customer and would help me sell the materials that are needed for designing a planter.

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through the activity, your teacher will rate your performance using the Teacher's Final Checklist, EXPLAINING HOW TO PLANT PLANTERS.

Your teacher will assign a person to play the role of a customer. Explain to this customer how to plant (design) a planter.

Module FD-34
EXPLAINING HOW TO PLANT PLANTERS

Student ______________________

Date ______________________

Teacher's Final Checklist

Check the student's performance in the following elements of explaining how to plant planters.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
In the process of explaining how to plant planters, the student:				
1. Recommended that customer select plants or grouping of plants that require similar light and culture conditions.	☐	☐	☐	☐
2. Discussed container preparation with customer.	☐	☐	☐	☐
3. Discussed procedures for planting.	☐	☐	☐	☐
4. Discussed watering requirements.	☐	☐	☐	☐

STUDENT SELF-CHECK

Answer Key

1. African Violet
   German Ivy
   Spider Plant
   Snake Plant
   Coffee Plant
   India Rubber Plant

2. English Ivy
   Jade Plant
   Gardenia
   Pony Tail
   Pineapple
   Velvet Plant

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

DRESSING POTTED PLANTS

INTRODUCTION

If potted plants are not in decorative pots already, many florists dress them in foil, cloth, plastic, or vinyl sheeting. They may also place pots in decorative pot covers (commercially prepared containers for pots). Tying bows around these wrappings and coverings enhances the beauty of the plant. In this module you will learn how to dress potted plants.

DIRECTIONS

Before you start to work on this module, be sure you have completed Module FD-10, "Tying Bows."

If you have completed this module, read the objective below. If you think that you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given a potted plant, select foil, ribbon and designer's tools, dress the plant. The foil should extend at least 5 cm (2 in.) above the rim of the pot and be cupped under the lower growth of foliage; the bow must be well formed and securely attached; and the overall appearance must exhibit harmony, scale and proportion.

LEARNING ACTIVITIES

1. READ Benz, Flowers: Geometric Form, pp. 294-315.

   (or)____________________

2. READ Stratman, Retail Floriculture, Book II, pp. 168-170.

   (or)____________________

3. READ Pfahl, The Retail Florist Business, p. 244.

   (or)____________________

4. VIEW audiovisual presentation, FD-35 "Dressing Potted Plants."

   (or)____________________

5. READ Instruction Sheet I, DRESSING POTTED PLANTS.

   (or)____________________

6. CHECK YOUR KNOWLEDGE of dressing potted plants by taking Student Self-Check I, DRESSING POTTED PLANTS.

   (or)____________________

7. OBTAIN plants in clay pots, foil wrap, scissors, and ribbon and PRACTICE dressing potted plants.

   (or)______________________________

8. EVALUATE the pots you dressed in Learning Activity 5 using Instruction Sheet II, CHECKLIST FOR DRESSING POTTED PLANTS.

9. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

Student Self-Check I

DRESSING POTTED PLANTS

On a separate sheet of paper, indicate whether the following statements relating to dressing potted plants are True or False. Check your answers with the answer key.

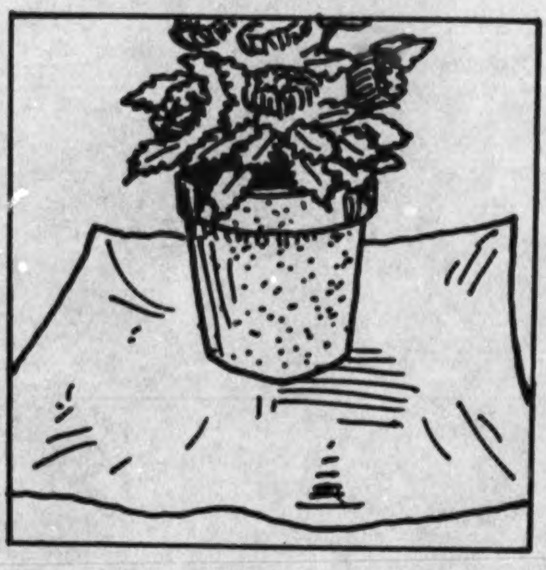
1. The purpose of dressing the pot is to enhance the attractiveness of the potted plant, thus increasing its sale value.
2. Foil is the only pot covering material being used by the retail florist today.
3. The covering used in dressing the pot should extend at least 5 cm (2 in.) above the rim of the pot.
4. The ribbon used should complement both the covering material and the plant.
5. The potted plant is wrapped so that the prettier side of the plant is shown to best advantage.

Instruction Sheet 1

DRESSING POTTED PLANTS

As you have read in the references, potted plants are often dressed by florists to make them more attractive and appealing for customers. This illustrated instruction sheet is included for the purpose of helping you learn how to perform this skill. As you practice this skill refer to these guidelines.

1. Assemble the tools and materials that are needed.
   a. Floral foil (a color that will complement the color of the plant)
   b. Floral ribbon (a color that will complement the plant and foil)
   c. Scissors for cutting the foil from the roll
   d. Ribbon scissors for cutting the ribbon from the roll
   e. 26-gauge floral wire
2. Cut a piece of floral foil large enough to cover the pot so that it will extend at least 5 cm (2 in.) above the rim of the pot.

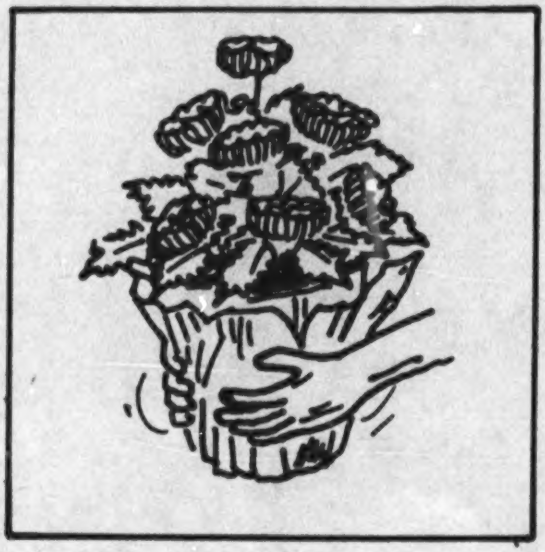


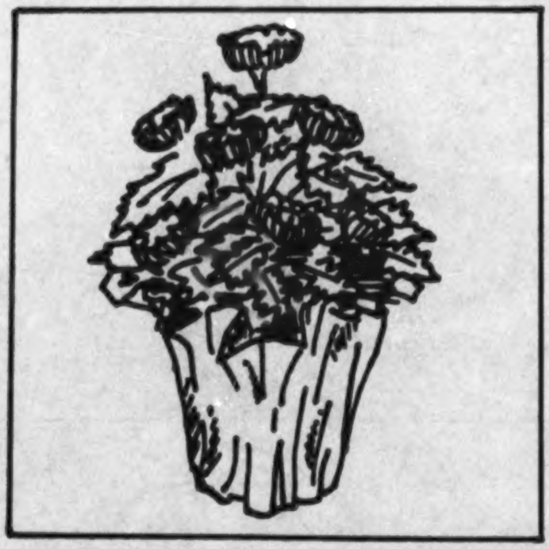
]

3. Place the foil on the flat surface of the designer's table.

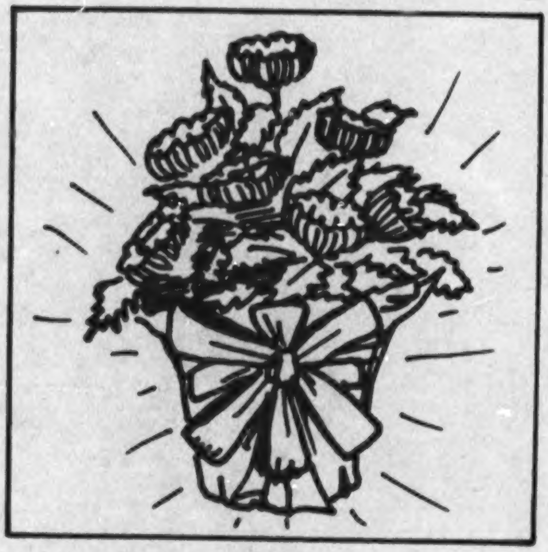
4. Place the potted plant in the center of the foil.

5. With your hands in a cup-like shape, pull the foil up the pot and press it to the contour of the pot. The foil should extend approximately 5 cm (2 in.) above the rim of the pot and fold under the plant foliage.





6. Place the ribbon around the pot bringing it upward in the front of the pot. Cut the ribbon and tie it in a single-loop knot. Tie the bow and attach it to the ribbon with a piece of hairpin shaped wire. Secure the bow by twisting the wire.



Instruction Sheet II

CHECKLIST FOR DRESSING POTTED PLANTS

Evaluate the potted plants you dressed in Learning Activity 5 using the checklist below. If you feel that you have successfully performed each of the following steps, place a check in the YES Column. If you feel you need additional practice to be able to do a step successfully, place a check in the NO Column and practice only this step again.

YES NO

____ ____ I selected a covering material that complements the plant.

—— —— I assembled the tools and materials on the work table before beginning to practice.

—— —— I covered the pot so that the covering material extends approximately 5 cm (2 in.) above the rim of the pot.

—— —— I selected a ribbon that complements both the plant and covering material.

—— —— I tied an attractive bow and secured it to the pot.

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through each activity your teacher will rate your performance using the Teacher's Final Checklist, DRESSING POTTED PLANTS.

Your teacher will give you potted plants to dress or trim. You will also be given a selection of materials, tools, and supplies. Select the appropriate materials and tools, and dress the pots.

Student ______________________

Date ______________________

Teacher's Final Checklist

Check the student's performance in the following elements of dressing potted plants.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

In the process of dressing potted plants, the student:

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Selected a covering material that complements the plant.	☐	☐	☐	☐
2. Extended the foil or covering material at least 5 cm (2 in.) above the rim of the pot.	☐	☐	☐	☐
3. Selected a ribbon that complements both covering material and plant.	☐	☐	☐	☐
4. Tied a bow neatly in place.	☐	☐	☐	☐

STUDENT SELF-CHECK I

Answer Key

1. True
2. False
3. True
4. True
5. True

RETAIL FLOWER SHOP SALESPERSON
AND FLORAL DESIGNER

EXPLAINING CARE OF POTTED PLANTS TO CUSTOMERS

INTRODUCTION

The retail floral salesperson is often asked for instructions about how to properly care for a variety of potted plants. It is the salesperson's responsibility to provide a clear, accurate explanation. This module will help you learn how to explain the care of potted plants.

DIRECTIONS

Read the objective below. If you think that you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided a customer who desires instruction on the care of a potted plant, explain how to care for the plant. All items on the Teacher's Final Checklist must be completed acceptably.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, EXPLAINING HOW TO CARE FOR POTTED PLANTS.

   (or)________________________

2. READ Pfahl, The Retail Florist Business, pp. 375-376.

   (or)________________________

3. READ Merchants Publishing Company, Foliage Plants for Modern Living, pp. 3-15. Also READ the following resources when you need information concerning care of specific potted plants: The John Henry Retailers, Guide to Foliage Plants, and Merchants Publishing Company, Foliage Plants for Modern Living and Hanging Plants for Modern Living.

   (or)________________________

4. READ Instruction Sheet II, EXPLAINING THE CARE OF POTTED PLANTS, and do the practice exercise.

5. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

Instruction Sheet I

EXPLAINING HOW TO CARE FOR POTTED PLANTS

As a retail flower shop salesperson you will receive many requests from customers for information concerning how to care for potted plants. As a service to your customers, you will want to be able to tell them how to do this.

When you are asked to explain these care procedures, it is essential that you give the customer information about specific plants. Therefore, you must become familiar with resources that contain plant care information for specific plants.

For each specific plant, you will want to explain the following aspects of plant care:

1. Humidity requirements
2. Water requirements
3. Nutritional (fertilization) requirements
4. Growth characteristics
5. Light requirements
6. Temperature requirements
7. Disease and insect control
8. Potting soil requirements for the specific plant, if repotting will be necessary in the future.

During your explanation is an excellent time to suggest that the customer purchase one of the plant reference books carried by your store.

If a card concerning the plant in question is available, give it to the customer.

Instruction Sheet II

EXPLAINING THE CARE OF POTTED PLANTS

You have read resources concerning the care of potted plants and the outline of the points that should be discussed when you are explaining the care of potted plants. You should now be ready to practice this activity.

1. Fill in the outline below and on the next page to use as an aid in this practice activity.
2. Pretend that you are going to explain the care of the following plants to a customer:
   a. Schefflera
   b. Rex Begonia
   c. Jade Plant
   d. False Aralia
   e. India Rubber Plant
   f. Emerald Ripple
   g. Fiddle Leaf Philodendron
   h. African Violet
3. Refer to your plant identification resources for help in outlining the information.
4. If a tape recorder is available, record your explanation as if you were talking to a customer. If a tape recorder is not available, have another student play the role of the customer while you give your explanation.
5. When you have finished recording the explanation, replay the tape and listen to hear if you included all of the information in your outline. Have another student listen to your explanation and tell you if you covered everything in the outline.

My Outline of Plant Care Information for ____

____

I. Water Requirements for this plant:

II. Light requirements for this plant:

III. Temperature requirements for this plant:

IV. Fertilizing requirements for this plant:

V. General information which will be helpful for customer:

For additional practice, use this outline and research other plants.

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through this activity, your teacher will rate your performance using the Teacher's Final Checklist, EXPLAINING CARE OF POTTED PLANTS TO CUSTOMERS.

Your teacher will play the role of a customer and ask you for information concerning the care of a specific potted plant. You will be provided plant care resources. Discuss the specific care that you would recommend for the plant.

Module FD-36
EXPLAINING CARE OF POTTED
PLANTS TO CUSTOMERS

Student ____________________

Date ____________________

Teacher's Final Checklist

Check the student's performance in the following elements of explaining care of potted plants to customers.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
In the process of explaining to customers how to care for potted plants, the student:				
1. Referred to potted plant reference, if in doubt concerning specific cultural needs of the specific plant.	☐	☐	☐	☐
2. Discussed the following cultural needs of the plant:				
a. Water	☐	☐	☐	☐
b. Humidity	☐	☐	☐	☐
c. Nutrition	☐	☐	☐	☐
d. Growth characteristics	☐	☐	☐	☐
e. Light	☐	☐	☐	☐
f. Temperature	☐	☐	☐	☐
g. Potting soil (optional)	☐	☐	☐	☐
h. Disease and insect control	☐	☐	☐	☐

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

TELEPHONING ORDERS TO WHOLESALERS

INTRODUCTION

One very important task that is necessary to keep the flower shop in business is placing orders to wholesalers. This transaction often involves the telephone. In this module you will learn to place orders to wholesalers over the telephone.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activities. Then, either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided an order for floral merchandise and a telephone training instrument, call the wholesale supplier and place the order. All items on the Teacher's Final Check list should be completed acceptably.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, THE WHOLESALE FLORIST.

   (or)____________________

2. READ Instruction Sheet II, TELEPHONING AN ORDER TO THE WHOLESALER, and do the practice exercise.

   (or) ____________________

3. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

Instruction Sheet I

THE WHOLESALE FLORIST

As in any business, the wholesaler is the middle person: grower - wholesaler - retailer. Most of the flowers the wholesaler sells are on consigment from various growers.The wholesaler tries to get the highest price for the growers while also giving the retailer a reasonable price.

Since flowers are very perishable, the price goes up and down with the supply and demand. Holidays also affect the prices due to the high demand during holiday seasons.

When there is more than one wholesaler in an area, retail florists compare prices, quality, quantity, and selection and in this way can determine the best buy for the money.

The wholesale florist also carries many supplies for retail florists other than flowers including a supply of tape, ribbon, wire, candles, styrofoam, arrangement containers, pots, and other miscellaneous floral items.

Each wholesale florist employs several salespersons to work in the shop. Each salesperson builds up a list of retail florist customers and calls on the florists to fill their flower needs. Telephone order clerks are also employed to take orders each day.

Instruction Sheet II

TELEPHONING AN ORDER TO THE WHOLESALER

The wholesale florist is an important link between the grower or manufacturer and the retail flower shop. It is the wholesaler who buys and stores the large quantities of floral and related products for supplying retail florists. By simply placing a phone call, the retail florist can order merchandise and supplies in whatever quantities needed.

The following guidelines will help you learn how to telephone orders to the wholesaler.

1. Read the order that you are going to call to the wholesaler before placing your call, checking it to determine whether you understand the name, description, and quantity of each item to be ordered.
2. Place the call to the wholesaler.
3. Identify yourself to the wholesaler by:
   a. Telling the order clerk the name of your flower shop.
   b. Telling the order clerk your name so that if any questions arise concerning the order, the wholesaler will be able to call you.
4. Place your order with the order clerk being sure to state:
   *a. The name or description of each item.
   b. The size of each item (if applicable).
   c. The quantity (number) needed.
5. If the order clerk does not reread your order, ask that this be done so that you can verify your order.
6. Write a notation beside any item that is not available.
7. Write a notation on the order if substitutions are to be made.
8. Tell the order clerk if the order is to be picked-up or delivered.
9. End your call with an appropriate close.
10. After completing your call, write on the order form the date that the order was called and the name of the wholesaler, and give it to the shop manager.

*Be prepared to make decisions concerning substitutions of merchandise should the wholesaler not have a specific item in stock.

Practice Exercise: Assume you work for a retail florist shop (Flowers, Inc.) and are asked to telephone the order below to the wholesale florist. Obtain the telephone training instrument from your teacher ask a fellow student to play the role of the wholesale order clerk, and telephone the order below to the wholesale florist.

ORDER FOR MERCHANDISE

5 dozen long-stemmed roses, red

6 dozen long-stemmed carnations, red

3 dozen long-stemmed carnations, white

7 dozen gladiolas, white

3 dozen gladiolas, pink

1 dozen water sprayers, Acme

1 box of bagged peat moss

1 box of bagged potting soil

1 box of cut flower boxes

4 ribbon shears

1 box of floral foam, green

1 box of wrapping foil, silver

3 flower shears

8 potted flowering mums (8" size)

The order is to be delivered.

As you conduct the call, have your fellow student use the following checklist to insure that you include the correct procedures.

CHECKLIST

	YES	NO	
1.	___	___	Read the order before placing the call.
2.	___	___	Indicated own name and the name of the retail florist.
3.	___	___	Indicated the name of each item, size (if applicable), and quantity needed.
4.	___	___	Verified the order.
5.	___	___	Indicated whether the the order is to be picked up or delivered.
6.	___	___	Closed the call appropriately.

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through the activity, your teacher . will rate your performance using the Teacher's Checklist, TELEPHONING ORDERS TO WHOLESALERS.

Your teacher will give you an order of merchandise and a telephone training instrument. Place the order of merchandise with your teacher who will play the role of a wholesale florist.

Module No. FD-54

Student ____________________

TELEPHONING ORDER TO WHOLESALERS

Date ____________________

Teacher's Final Checklist

Check the student's performance in the following elements of telephoning orders to wholesalers.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

In the process of telephoning an order to wholesalers, the student:

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Identified self and name of florist to order clerk.	☐	☐	☐	☐
2. Placed the order by telling the order clerk				
a. Name of merchandise.	☐	☐	☐	☐
b. Quantity wanted.	☐	☐	☐	☐
3. Asked order clerk to verify the complete order by reading it back.	☐	☐	☐	☐
4. Noted any substitutions on order.	☐	☐	☐	☐
5. Indicated on the order the date order was placed.	☐	☐	☐	☐
6. Indicated on the order the name of the wholesaler.	☐	☐	☐	☐

Module No. FD-55

RETAIL FLOWER SHOP SALESPERSON
AND FLORAL DESIGNER

UNPACKING AND RECEIVING INCOMING MERCHANDISE

INTRODUCTION

Incoming merchandise in the retail flower shop must be unpacked without damaging any of the contents. The merchandise must then be checked by the flower shop employee to determine whether the merchandise received agrees with the quantity and description as that stated on the invoice and whether there are any damaged items. In this module you will learn how to unpack and check in shipments of floral items.

DIRECTIONS

Read the objective below. If you think you are already able to perform the task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete learning activities in order to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

A. Given a packaged box of cut flowers, floral products, and merchandise, unpack each of the items. All merchandise must be unpacked without any damage to the product.

B. Given an order of merchandise and an invoice, check in the merchandise. All discrepancies and damages in the order must be found and indicated on the invoice.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, UNPACKING BOXES OF CUT FLOWERS, FLORAL PRODUCTS, AND MERCHANDISE .

   (or) ____________________

2. CHECK YOUR KNOWLEDGE of unpacking cut flowers, floral products, and merchandise by completing Student Self-Check I, UNPACKING BOXES.

3. READ Stratman, Retail Floriculture, Book I, "Receiving Inventory," pp. 55-58.

   (or) ____________________

4. READ Instruction Sheet II, THE INVOICE.

   (or) ____________________

5. CHECK YOUR KNOWLEDGE of receiving merchandise deliveries by completing Student Self-Check II, CHECKING IN MERCHANDISE.

6. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

Instruction Sheet I

UNPACKING BOXES OF CUT FLOWERS, FLORAL PRODUCTS, AND MERCHANDISE

When unpacking boxes of floral items, care must be taken to insure that the items are not damaged. The retail flower shop employee must be familiar with the proper tools to use and the correct procedure to follow in opening boxes. Below are three basic tools needed to open boxes.

1. Band cutters - to cut bands from around the cartons.
2. Box cutters - for opening cardboard cartons.
3. Hammer or wonder bar - for opening wooden boxes.

When unpacking boxes, follow these procedures:

1. Select the proper tool(s) for opening the box(es).
2. To open cardboard cartons:
   - A. Cut the bands from the carton with the band cutters.
   - B. Adjust the box cutter blade to the exact thickness of the carton to avoid cutting into the merchandise. Caution: always cut away from self.
   - C. If merchandise is in a cardboard box, cut an "X" in the top of the cardboard carton with the box cutters.
   - D. Pull the top back.
3. To open wooden boxes:
   - A. Insert the nail-pull end of the hammer or wonder bar under the slats of the box and push the handle down. Take care to avoid being scratched by nails.
   - B. Remove the top slats to expose the merchandise.
4. If packing material is present, remove it from the box.
5. Check the number of the box against the invoice before removing merchandise.
6. Remove merchandise.
7. Break down cardboard boxes.
8. Remove nails, staples, screws, bolts, and packing bands that present hazards and safely discard them.
9. Discard wooden boxes in designated containers and boxes, cartons, and packing materials in waste disposal.

Student Self-Check I

UNPACKING BOXES

Assume that you work in a florist shop and that you received a shipment of floral items. These items are packed in two different containers: a cardboard carton and a wooden box. Indicate in writing the tool(s) required and the procedure needed to correctly open these two boxes.

Cardboard Cartons

1. Tool(s) Required:
2. Procedure:

Wooden Boxes

1. Tool(s) Required:
2. Procedure:

Student Self-Check I

ANSWERS

Cardboard Carton:

1. Tool(s) Required: Band cutters and box cutters.
2. Procedure:
    a. Cut the bands from the carton with the band cutter
    b. Adjust the box cutter and blade to the exact thickness of the carton
    c. Cut an "X" in the top with the box cutter
    d. Pull the top back

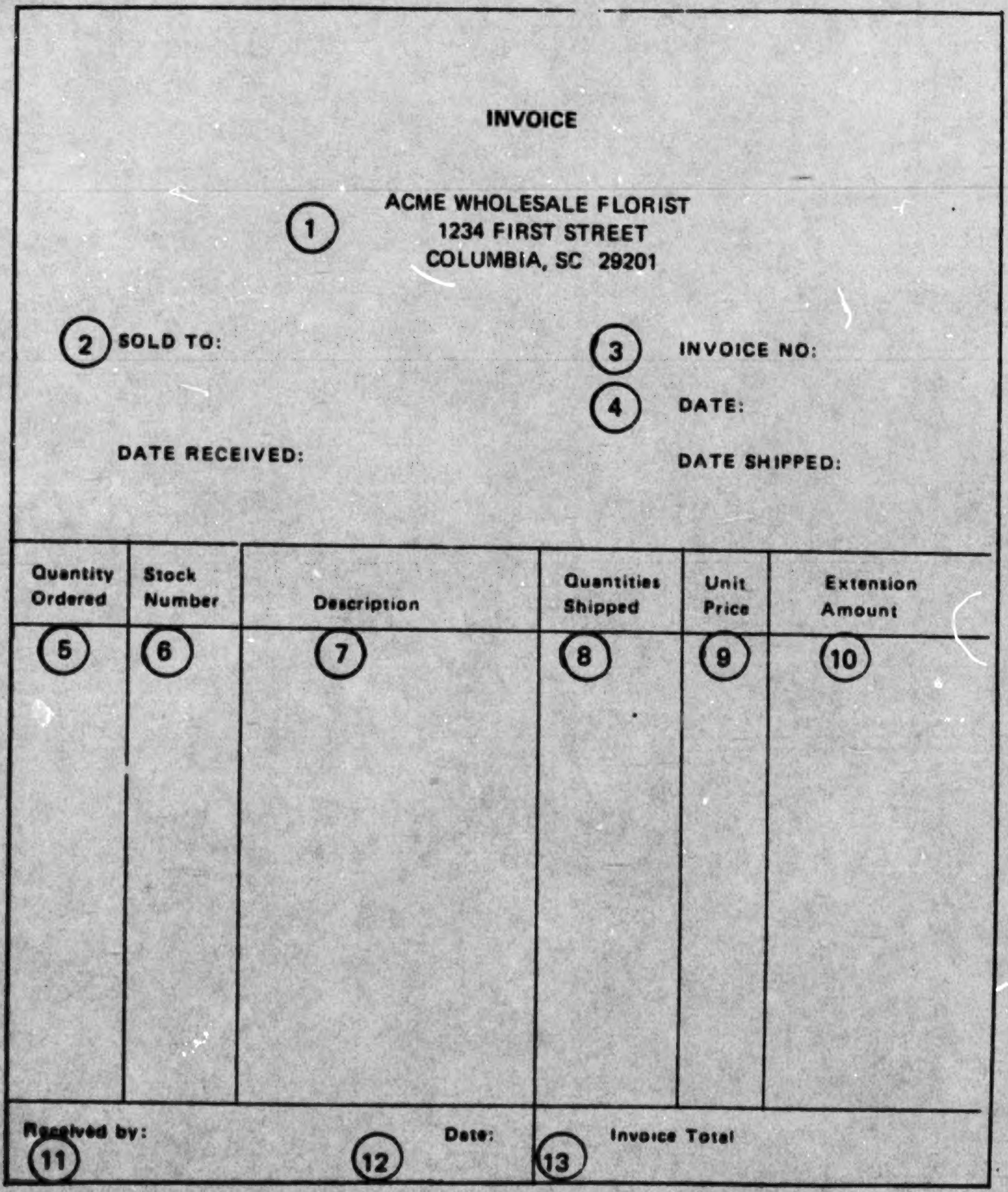
Wooden Box:

1. Tool(s) Required: Hammer or wonder bar.
2. Procedure:
    a. Insert the nail-pull end of the hammer or wonder bar under the slats of the box and push down
    b. Remove the top slats to expose the merchandise

Instruction Sheet II

THE INVOICE

Employees of retail flower shops are often asked to check in shipments of merchandise. To be able to perform these activities one needs to be familiar with the seller's invoice. Usually if the merchandise is a local delivery the delivery person will have the invoice. If it is an out-of-town order, the invoice will be mailed.



INVOICE

① ACME WHOLESALE FLORIST
1234 FIRST STREET
COLUMBIA, SC 29201

② **SOLD TO:**

③ **INVOICE NO:**

④ **DATE:**

DATE RECEIVED:

DATE SHIPPED:

Quantity Ordered	Stock Number	Description	Quantities Shipped	Unit Price	Extension Amount
⑤	⑥	⑦	⑧	⑨	⑩

Received by: ⑪ ⑫ **Date:** ⑬ **Invoice Total**

Instruction Sheet II (p. 2)

A typical invoice will include the following information. Study the illustration to familiarize yourself with where the information can be found on the invoice.

1. The name and address of the shipper
2. The name and address of the shop receiving the merchandise
3. The invoice number
4. Date of shipment
5. Quantity of items ordered by the shop
6. Stock number of items ordered
7. A written description of the items
8. Quantities of each item shipped
9. Cost of each item
10. Extended cost of each item (price times the number purchased)
11. Space for the signature of the person checking in the merchandise
12. Space for writing the date shipment is received
13. Total cost of merchandise

When checking in shipments of merchandise follow these procedures:

1. Check the invoice for the quantity of each item ordered (Number 5).

2. Check to determine that the item received is the item that is described on the invoice (Number 7).

3. Count the number of each item and compare the count to the number that is written on the invoice (Number 8). Write a check by each item to indicate that it has been counted.

4. Write any count discrepancies on the invoice beside the item or items found to be in error.

5. Check each item for damage. Write a note of any damaged item.

6. Sign the invoice in the designated space (Number 11).

Instruction Sheet II (p. 3)

7. Write the date that the merchandise is checked.

8. Give the invoice to the shop manager or the person designated by the shop manager to handle the processing of invoices.

Student Self-Check II

CHECKING IN MERCHANDISE

Assume that you work in a florist shop and that you received the following invoice for an order of merchandise. The goods you received are listed on the following page. Compare the invoice with the order to be sure all the merchandise was received. If there are errors, write these on the invoice as indicated on Instruction Sheet II.

INVOICE

ACME WHOLESALE FLORIST
1234 FIRST STREET
COLUMBIA, SC 29201

SOLD TO: FLOWERS BY INSKO
555 MERLY AVENUE
COLUMBIA, SC 29201

INVOICE NO: 114321

DATE:

DATE RECEIVED:

DATE SHIPPED:

Quantity Ordered	Stock Number	Description	Quantities Shipped	Unit Price	Extension Amount
1 set	260	Flowers, Silk, 1 set	1 set	488.00	488.00
1 set	266	Baskets, Bamboo, 28 per set	1 set	24.99	24.99
1 set	268	Boxes, Bamboo, 8 per set	1 set	22.99	22.99
1 set	263	Vases, Bamboo, 8 per set	1 set	57.99	57.99
24	258	Dish Gardens, Cork	24	1.45	34.80
36	259	Pot Covers	36	.89	32.04
12	207	Terrarium, Minigarden	12	2.85	34.20

Received by: Date:	Invoice Total	$695.01

Student Self-Check II

The shipper sent you the invoice that appears on the preceding page. Check in the merchandise, noting any discrepancies on the invoice. Sign and date invoice. Check your answers with the one on the following page.

silk flowers	1 set
bamboo boxes	8
bamboo baskets	28
bamboo vases	8
dish gardens, cork	20
pot covers	36
terrariums	14

Student Self-Check II (p. 3)

ANSWERS

INVOICE

ACME WHOLESALE FLORIST
1234 FIRST STREET
COLUMBIA, SC 29201

SOLD TO: FLOWERS BY INSKO
555 MERLY AVENUE
COLUMBIA, SC 29201

INVOICE NO: 114321

DATE:

DATE RECEIVED:

DATE SHIPPED:

Quantity Ordered	Stock Number	Description	Quantities Shipped	Unit Price	Extension Amount
1 set	260	Flowers, Silk, 1 set ✓	1 set	488.00	488.00
1 set	266	Baskets, Bamboo, 28 ✓ per set	1 set	24.99	24.99
1 set	268	Boxes, Bamboo, 8 ✓ per set	1 set	22.99	22.99
1 set	263	Vases, Bamboo, 8 ✓ per set	1 set	57.99	57.99
24 20	258	Dish Gardens, Cork 4 short	24	1.45	34.80
36	259	Pot Covers ✓	36	.89	32.04
12 14	207	Terrarium, Minigarden 2 over	12	2.85	34.20

Received by: Your Name Date: Today's

Invoice Total $695.01

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. After you have completed the activity, your teacher will rate your performance using the Teacher's Final Checklist, UNPACKING BOXES AND RECEIVING INCOMING MERCHANDISE.

A. Your teacher will give you a description of packaged boxes of floral items. You are to correctly unpack each box by writing the procedure used and tools used.

B. Your teacher will give you a list of incoming assorted floral merchandise and an invoice. Check in the order of merchandise.

Check-Out Activity

A – UNPACKING BOXES

You have read resources concerning the types of tools needed to correctly open cardboard cartons and wooden boxes. Assume that you are an employee of the florists, Flowers by Insko, and correctly indicate in writing how you would open the unpacked boxes (number 4085).

Cardboard Cartons:

1. Tool(s) Required:
2. Procedure:

Wooden Boxes:

1. Tool(s) Required:
2. Procedure:

Check-Out Activity

B – RECEIVING MERCHANDISE

You have read resources concerning how to check in (receive) shipments of merchandise. Assume that you are an employee of the florists, "Flowers by Insko," and check in the merchandise that is listed on this invoice. The list of merchandise that you have received is on the following page.

B – RECEIVING MERCHANDISE

INVOICE

ACME WHOLESALE FLORIST
1234 FIRST STREET
COLUMBIA, SC 29201

SOLD TO: FLOWERS BY INSKO
567 Eighth Street
Columbia, SC 29201

INVOICE NO: 89012345
Box No: 4085
DATE:

DATE RECEIVED: September 8, 19__

DATE SHIPPED: September 8, 19__

Quantity Ordered	Stock Number	Description	Quantities Shipped	Unit Price	Extension Amount
72	–	Gladiola, Red	72	.25	18.00
96		Roses, Red	96	.40	38.40
60		Roses, Sweetheart	60	.20	12.00
120		Gladiola, White	120	.25	30.00
1 cs.	528	Vases, papier mache	1 cs.	13.75	13.75
1 bx.	432	Tape, floral	1 bx.	3.75	3.75
1 bx.	4132	Foam, floral	1 bx.	20.50	20.50
1 bx.	0213	Picks, wooden 4 inch	1 bx.	16.00	16.00
2 bx.	0145	Picks, steel, 1 ¾	2 bx.	24.00	48.00
120		Carnations, Red	120	.20	24.00
48		Carnations, White	48	.20	9.60
Received by:		Date:	Invoice Total		

Check-Out Activity

B – RECEIVING MERCHANDISE

Red gladiola	72
White carnations	48
Red carnations	108
Steel picks	1 box
Wooden picks 2 ½"	1 box
Floral foam	1 box
Floral tape	1 box
Papier mache vase	1 cs.
White gladiola	108
Sweetheart roses	60
Red roses	96

Module No. FD-55

UNPACKING BOXES AND RECEIVING MERCHANDISE

Student ______________________

Date ______________________

Teacher's Final Checklist

Check the student's performance in the following elements of unpacking boxes and receiving merchandise.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

In unpacking boxes and receiving merchandise, the student:

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Used the correct tool(s) needed for opening the box(es).	☐	☐	☐	☐
2. Used the correct procedure for opening the box(es).	☐	☐	☐	☐
3. Removed packing material from box(es), if present.	☐	☐	☐	☐
4. Checked the number of the box(es) against the invoice.	☐	☐	☐	☐
5. Removed merchandise from the box(es).	☐	☐	☐	☐
6. Counted each item of like merchandise.	☐	☐	☐	☐
7. Verified merchandise count with the count written on invoice.	☐	☐	☐	☐
8. Wrote number received on invoice next to each item.	☐	☐	☐	☐
9. Examined merchandise for damage.	☐	☐	☐	☐
10. Made note of damaged items and errors on invoice.	☐	☐	☐	☐
11. Signed and dated invoice.	☐	☐	☐	☐

RETAIL FLOWER SHOP SALESPERSON
AND FLORAL DESIGNER

WRAPPING FLORAL MERCHANDISE

INTRODUCTION

To protect and beautify floral merchandise such as planters, potted plants, terrariums and arrangements that are to be delivered or carried out of the retail flower shop, many florists place them in protective wraps. In this module you will learn how to wrap these items.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided floral merchandise and wrapping materials, select the appropriate materials and wrap the merchandise for carry-out or delivery. The floral merchandise must be wrapped with a sleeve of paper sufficient to protect it from weather conditions and from damage during delivery.

LEARNING ACTIVITIES

1. READ "Wrapping Floral Products" in Stratman, Retail Floriculture, Book I, pp. 39-45.

   (or)____________________

2. READ Instruction Sheet I, WRAPPING FLORAL MERCHANDISE.

   (or)____________________

3. PRACTICE wrapping a flower arrangement and potted plant. Check your work with the steps in Instruction Sheet I.

4. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

Instruction Sheet I

WRAPPING FLORAL MERCHANDISE

Floral merchandise such as flower arrangements, terrariums, potted plants and cut flowers should be wrapped to protect them from adverse weather conditions, to make them appealing to the customer, and to protect them from damage during delivery. The following guidelines will help you learn how to wrap the products.

A. Collect the necessary supplies:

- Delivery tags
- Scissors
- Stapler
- Box
- Tissue paper
- Wrapping paper
- String
- Enclosure Card
- Care tags
- Flower arrangement
- Potted plant

B. Wrapping potted flowering plants:

1. Clean the pot.
2. Dress the pot.
3. Attach a care card.
4. Wrap a double layer of tissue paper around the bottom of the pot. Avoid damaging the blooms of the plant.
5. Staple the ends of the paper together.
6. Continue to fold the ends of the tissue paper up to the plants stapling as you fold.
7. Fold the paper over the top of the blooms and staple.
8. Tag the plant for delivery.
9. If it is extremely cold, repeat the wrapping process for greater protection.

C. Wrapping flower arrangements:

1. Attach a care card to the flower arrangement before wrapping.
2. Attach the enclosure card to the arrangement.
3. Place the container in a tissue paper lined box.
4. Insert additional tissue paper around the container to hold it in place.
5. Wrap the arrangement in doubled tissue paper as described in wrapping potted plants. Avoid damaging the flowers.
6. Staple the ends together.
7. When weather conditions are extremely adverse, double wrap the arrangement.
8. Tag the arrangement for delivery or customer carry-out.

D. Wrapping a planter or terrarium:

1. Clean the foliage of the plants with a soft damp cloth.
2. Attach a care card.
3. Attach an enclosure card.
4. Line a box with tissue paper.
5. Set the terrarium or planter container in the box.
6. Wrap the box with doubled tissue paper.
7. Staple the ends together.
8. Attach a delivery card to the tissue paper covering.

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through the activity, your teacher will rate your performance using the Teacher's Final Checklist, WRAPPING FLORAL MERCHANDISE.

Your teacher will provide you with a variety of floral merchandise. Wrap each item for customer carry-out or delivery.

Student ____________________

Date ____________________

Teacher's Final Checklist

Check the student's performance in the following elements of wrapping floral merchandise.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

In wrapping floral products, the student:

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Attached care card.	[ ]	[ ]	[ ]	[ ]
2. Placed containers in a box and secured with tissue paper.	[ ]	[ ]	[ ]	[ ]
3. Made a sleeve of tissue paper sufficient to protect from weather.	[ ]	[ ]	[ ]	[ ]
4. Covered plants with sleeve to prevent damage during delivery.	[ ]	[ ]	[ ]	[ ]

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

ROUTING DELIVERIES

INTRODUCTION

Delivery is one of the most important services that a retail flower shop offers its customers. Retail florists may use a delivery service, or they may have their own vehicles and use their own personnel to perform this service. When this service is provided by the shop, each employee should know how to route the orders for customer delivery. This module will help you learn how to route deliveries.

DIRECTIONS

Read the objectives below. If you feel that you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given a city map and delivery slips for a day's deliveries, plan the delivery routes. The plan should provide for minimal mileage and delivery for the date and time specified on the slips.

LEARNING ACTIVITIES

1. READ Stratman, Retail Floriculture, pp. 64-66, "Routing Orders."

   (or)________________________________

2. READ Instruction Sheet I, ROUTING DELIVERIES.

   (or)________________________________

3. CHECK YOUR KNOWLEDGE of routing deliveries by taking Student Self-Check I, ROUTING DELIVERIES.
4. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

Instruction Sheet I

ROUTING DELIVERIES

Delivery is one of the most important services that retail flower shops provide their customers. The ability to route deliveries efficiently helps the delivery person perform the tasks with a minimal amount of time and repetition.

To perform this service so that customers receive their merchandise when requested, each employee of the shop should know how to route deliveries. The following guidelines will help you learn how to effectively route deliveries.

When routing deliveries you should:

1. Group orders together that will be going to the same geographical section of the delivery area.
2. Use a city map to locate addresses given on the delivery slips.
3. Group orders together that are to be delivered according to a specific time of day.
4. Group orders together that are to be delivered according to specific dates.

Student Self-Check I

ROUTING DELIVERIES

You have read about the importance of providing efficient delivery service by retail florists. You have also read about the activities that each store employee can perform to help a shop provide an effective delivery service. On a separate sheet of paper, answer the following questions about routing deliveries. Check your answers with those at the bottom of the page.

1. What two factors should be considered in routing deliveries?
2. What is the best aid in planning delivery routes?
3. What are three advantages of careful routing?

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. After you complete the activity, your teacher will rate your performance using the Teacher's Final Checklist, ROUTING DELIVERIES.

Your teacher will give you delivery slips and an area map of your geographical location. Route these deliveries.

Student ____________________

Date ____________________

Teacher's Final Checklist

Check the student's performance in the following elements of routing deliveries.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

In the process of routing deliveries, the student:	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Routed the deliveries so that backtracking of the delivery vehicle was minimal.	[ ]	[ ]	[ ]	[ ]
2. Routed the deliveries according to date.	[ ]	[ ]	[ ]	[ ]
3. Routed the deliveries according to time.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK I

Answer Key

1. Geographical area; requested time of delivery
2. City map
3. Lack of damage to merchandise; efficient use of vehicle; efficient use of labor.

Module No. FD-59

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

WRITING CUSTOMERS' MONTHLY STATEMENTS

INTRODUCTION

Some retail flower shops maintain their own charge accounts. When this is done, someone must write and send a monthly statement to every customer who owes money to the shop. Employees of the shop may be asked to help write monthly statements. This module will help you learn how to write customers' monthly statements.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or,

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given a list of a customer's monthly charges, write a monthly statement to be mailed to the customer. Statements must be filled out in full, and all entries must be made in the appropriate spaces without error.

LEARNING ACTIVITIES

1. READ Stratman, Retail Floriculture, Book I, "Types of Credit Systems," p. 19.

   (or) ______________________________

2. READ Instruction Sheet I, WRITING A MONTHLY STATEMENT.

   (or) ______________________________

3. CHECK YOUR KNOWLEDGE of the monthly statement by taking Student Self-Check I, PRACTICE IN WRITING MONTHLY STATEMENTS.

4. ARRANGE with your teacher to complete this module by going through the CHECK-OUT ACTIVITIES.

WRITING A MONTHLY STATEMENT

Many retail flower shops offer their customers a thirty day charge service. This simply means that customers can purchase floral merchandise any time during a month and be billed for their purchases at the end of that month or at the beginning of the next month. Usually this service is offered to customers without any additional cost, if their accounts are paid within a specified time. If the customer makes only a partial payment, there may be an interest charge added to the remaining balance.

Flower shop employees may be asked to help prepare monthly statements for mailing. The following guidelines will help you learn how to prepare these statements. Since procedures for billing differ from shop to shop, these guidelines are included to demonstrate general procedures only.

As you read the following guidelines, refer to the numbers inserted on the illustration of a customer's statement given at the end of these instructions. This will help you learn where specific information should be written.

The following information is found on the customer's charge ledger card.

1. The customer's name and address including zip code.
2. A description of the item purchased; for example, corsage, funeral basket, or planter; or if the item is a gift, some shops put the name of the recipient in this space.
3. The date that the merchandise was purchased.
4. The quantity of each item purchased.
5. The unit price (the price of each item) of the merchandise.
6. The total extended amount of the merchandise (unit price x quantity).
7. The balance due at the close of the previous month's billing.
8. The amount paid by the customer to be applied to the previous month's balance.

To write a customer's monthly statement:

a. Subtract the amount paid by the customer from the balance due (7 minus 8).

b. Write this remainder as "unpaid balance" (9).

c. Calculate the amount of interest due on the unpaid balance by multiplying the interest rate times the unpaid balance (10 x 9).

d. Enter the amount of the past due balance (11).

e. Add the charges for merchandise purchased during the present month.

f. Enter this amount in the block, "monthly total" (12).

g. Calculate the tax, by multiplying the monthly total times 4% (the South Carolina sales tax rate) (13).

h. Enter a subtotal of the amount due (14).

i. Enter the past due balance (15).

j. Add the total of new charges and past due balance.

k. Enter this amount in the space "total now due" (16).

l. Address an envelope including the name, address and zip code of the customer.

m. Insert the monthly statement and seal the envelope.

MONTHLY STATEMENT

Weeping Willow Flower Shop
1900 Springhill Rd.
Columbia, S.C. 29201

CUSTOMER'S NAME ______________________
ADDRESS ______________________ ①
____

MERCHANDISE	DATE OF PURCHASE	QUANTITY	UNIT PRICE		AMOUNT	
②	③	④	⑤		⑥	

BALANCE DUE AT CLOSE OF LAST MONTH	⑦		MONTHLY TOTAL	⑫	
			TAX	⑬	
PAYMENT	⑧		SUBTOTAL	⑭	
UNPAID BALANCE	⑨		PAST DUE BALANCE	⑮	
INTEREST (1.5%)	⑩		TOTAL NOW DUE	⑯	
TOTAL PAST DUE BALANCE	⑪				

WRITING MONTHLY STATEMENTS

Complete the following exercise according to the procedure described in Instruction Sheet I using the forms found on the following pages of this self-check. Answers to the exercise follow the forms.

Exercise 1

Mrs. Jane Dole, a new customer, has purchased the following items during the current month. She charged them to her account. Write the following monthly statement. Mrs. Dole's address is 443 Kingsway Drive, Columbia, S.C. 29201. She purchased one potted mum for $10.00 on August 4, 19__, one planter which was sent to Mrs. T. M. Van on August 8, 19__ and cost $14.50, and one dozen long-stemmed roses ordered on August 13, 19__ which cost $24.00.

Exercise 2

J. W. Thomas purchased the following items during the previous month. Each of the items was charged to his account:

1 Funeral wreath at $20.00 on September 2, 19__.

1 Ceramic vase at $15.50 on September 4, 19__.

2 dozen long-stemmed red roses at $22.50 per dozen on September 8, 19__

1 African violet at $3.50 on September 14, 19__.

Mr. Thomas' prior unpaid balance was $10.00. Include a one-and-a-half percent charge.

Mr. Thomas' address is 1498 Westmore Drive, Charleston, S.C. 29401.

Exercise 3

Mrs. A. R. Rose, 449 Daisy Lane, Greenville, S.C. 29605, charged the following items of merchandise during the previous month:

1 Foliage plant (Schefflera) at $10.50 on October 1, 19__.

2 dozen long-stemmed red carnations at $22.50 per dozen on October 9, 19__.

1 Funeral vase at $15.00 on October 11, 19__.

1 Rose corsage at $6.00 on October 19, 19__.

1 Floral arrangement (centerpiece) at $20.00 on October 23, 19__.

She has no prior balance.

EXERCISE 1

MONTHLY STATEMENT

Weeping Willow Flower Shop
1900 Springhill Rd.
Columbia, S.C. 29201

CUSTOMER'S NAME ______________________________

ADDRESS ______________________________

____

MERCHANDISE	DATE OF PURCHASE	QUANTITY	UNIT PRICE	AMOUNT

BALANCE DUE AT CLOSE OF LAST MONTH		MONTHLY TOTAL	
		TAX	
PAYMENT		SUBTOTAL	
UNPAID BALANCE		PAST DUE BALANCE	
INTEREST		TOTAL NOW DUE	
TOTAL PAST DUE BALANCE			

EXERCISE 2

MONTHLY STATEMENT

Weeping Willow Flower Shop
1900 Springhill Rd.
Columbia, S.C. 29201

CUSTOMER'S NAME ______________________________

ADDRESS ______________________________

____

MERCHANDISE	DATE OF PURCHASE	QUANTITY	UNIT PRICE		AMOUNT	

BALANCE DUE AT CLOSE OF LAST MONTH			MONTHLY TOTAL		
			TAX		
PAYMENT			SUBTOTAL		
UNPAID BALANCE			PAST DUE BALANCE		
INTEREST			TOTAL NOW DUE		
TOTAL PAST DUE BALANCE					

EXERCISE 3

MONTHLY STATEMENT

Weeping Willow Flower Shop
1900 Springhill Rd.
Columbia, S.C. 29201

CUSTOMER'S NAME ______________________________

ADDRESS ______________________________

____

MERCHANDISE	DATE OF PURCHASE	QUANTITY	UNIT PRICE		AMOUNT	

BALANCE DUE AT CLOSE OF LAST MONTH			MONTHLY TOTAL		
			TAX		
PAYMENT			SUBTOTAL		
UNPAID BALANCE			PAST DUE BALANCE		
INTEREST			TOTAL NOW DUE		
TOTAL PAST DUE BALANCE					

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. After you have completed the activity, your teacher will rate your performance using the Teacher's Final Checklist, WRITING MONTHLY STATEMENTS.

Your teacher will provide you an example of a customer's charges made during a month. Write a monthly statement.

EXAMPLE

Complete the Check-Out Activity according to the procedures described in this module. Prepare a monthly statement for Mrs. John Adamson, 444 Third Avenue, Columbia, S.C. 29169, who has charged to her account the following merchandise.

January 5, 19___ 1 dozen long-stemmed roses at $22.50 per dozen.

January 9, 19___ 1 potted mum at $8.50.

January 12, 19___ 2 dozen long-stemmed carnations at $22.50 per dozen.

January 14, 19___ 1 hospital arrangement at $10.00.

January 14, 19___ 1 rose corsage at $5.00.

Mrs. Adamson had a balance due at the close of last month of $35.00 which she paid in full.

Module No. FD-59

WRITING MONTHLY STATEMENTS

Student ____________________

Date ____________________

Teacher's Final Checklist

Check the student's performance in the following elements of writing monthly statements.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

In the process of writing monthly statements, the student included.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. The customer's name	☐	☐	☐	☐
2. The customer's address	☐	☐	☐	☐
3. A description of purchase	☐	☐	☐	☐
4. Date purchased	☐	☐	☐	☐
5. Quantity purchased	☐	☐	☐	☐
6. Unit price	☐	☐	☐	☐
7. Amount	☐	☐	☐	☐
8. Balance due at close of last month	☐	☐	☐	☐
9. Payment received	☐	☐	☐	☐
10. Unpaid balance	☐	☐	☐	☐
11. Interest	☐	☐	☐	☐
12. Total past due	☐	☐	☐	☐
13. Charges this month.	☐	☐	☐	☐
14. Tax	☐	☐	☐	☐
15. Subtotal	☐	☐	☐	☐
16. Past due balance	☐	☐	☐	☐
17. Total now due	☐	☐	☐	☐

Exercise 1

MONTHLY STATEMENT

Weeping Willow Flower Shop
1900 Springhill Rd.
Columbia, S.C. 29201

CUSTOMER'S NAME Mrs. Jane Dole
ADDRESS 443 Kingsway Drive
Columbia, S.C. 29201

MERCHANDISE	DATE OF PURCHASE	QUANTITY	UNIT PRICE		AMOUNT	
Potted mum	8-4-___	1	10	00	10	00
Planter	8-8-___	1	14	50	14	50
Roses, long-stemmed	8-13-___	1 doz.	24	00	24	00

BALANCE DUE AT CLOSE OF LAST MONTH	___	–	MONTHLY TOTAL	48	50
			TAX	1	94
PAYMENT	___	–	SUBTOTAL	50	44
UNPAID BALANCE	___	–	PAST DUE BALANCE	___	–
INTEREST	___	–	TOTAL NOW DUE	50	44
TOTAL PAST DUE BALANCE	___	–			

Exercise 2

MONTHLY STATEMENT

Weeping Willow Flower Shop
1900 Springhill Rd.
Columbia, S.C. 29201

CUSTOMER'S NAME Mr. J. W. Thomas
ADDRESS 1498 Westmore Drive
Charleston, S.C. 29401

MERCHANDISE	DATE OF PURCHASE	QUANTITY	UNIT PRICE		AMOUNT	
Funeral wreath	9-2-___	1	20	00	20	00
Ceramic vase	9-4-___	1	15	50	15	50
Red Roses, long-stemmed	9-8-___	2 doz.	22	50	45	00
African violet	9-14-___	1	3	50	3	50

BALANCE DUE AT CLOSE OF LAST MONTH	10	00	MONTHLY TOTAL	84	00
			TAX	3	36
PAYMENT			SUBTOTAL	87	36
UNPAID BALANCE			PAST DUE BALANCE	10	15
INTEREST		15	TOTAL NOW DUE	97	51
TOTAL PAST DUE BALANCE	10	15			

Student Self-Check I Key

Exercise 3

MONTHLY STATEMENT

Weeping Willow Flower Shop
1900 Springhill Rd.
Columbia, S.C. 29201

CUSTOMER'S NAME Mrs. A. R. Rose

ADDRESS 449 Daisy Lane
Greenville, S.C. 29605

MERCHANDISE	DATE OF PURCHASE	QUANTITY	UNIT PRICE		AMOUNT	
Schefflera	10-1- ___	1	10	50	10	50
Red Carnations, long-stemmed	10-9- ___	2 doz.	22	50	45	00
Funeral vase	10-11- ___	1	15	00	15	00
Rose corsage	10-19- ___	1	6	00	6	00
Centerpiece	10-23- ___	1	20	00	20	00

BALANCE DUE AT CLOSE OF LAST MONTH	___	—	MONTHLY TOTAL	96	50
			TAX	3	86
PAYMENT	___	—	SUBTOTAL	100	36
UNPAID BALANCE	___	—	PAST DUE BALANCE	___	
INTEREST	___	—	TOTAL NOW DUE	100	36
TOTAL PAST DUE BALANCE	___	—			

Module No. FD-67

RETAIL FLOWER SHOP SALESPERSON AND FLORAL DESIGNER

DESIGNING BUD VASES

INTRODUCTION

Bud vases are popular gifts for friends who have new babies, who are ill in the hospital or at home, or as a way to say "thank you" for a favor. This module is included to help you learn how to design bud vases.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activities. Then either arrange with your teacher about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

Given an order for a bud vase, flowers, designer's tools and supplies, design the bud vase. The bud vase should incorporate the principles of shape, scale and proportion, harmony, balance, rhythm, repetition, unity, and focal area.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, BUD VASES.

   (or) ______________________

2. VIEW the audiovisual presentation "Designing A Bud Vase."

   (or) ______________________

3. READ Instruction Sheet II, DESIGNING A BUD VASE, and do practice exercise.

   (or) ______________________

4. EVALUATE your bud vase using the guidelines in Instruction Sheet I.

5. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

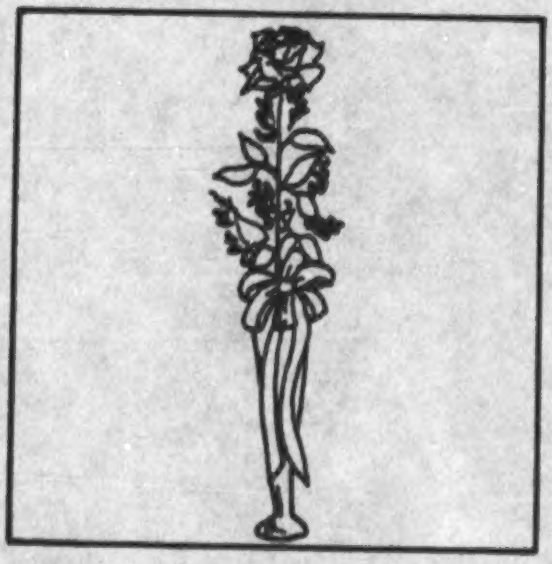
Instruction Sheet I

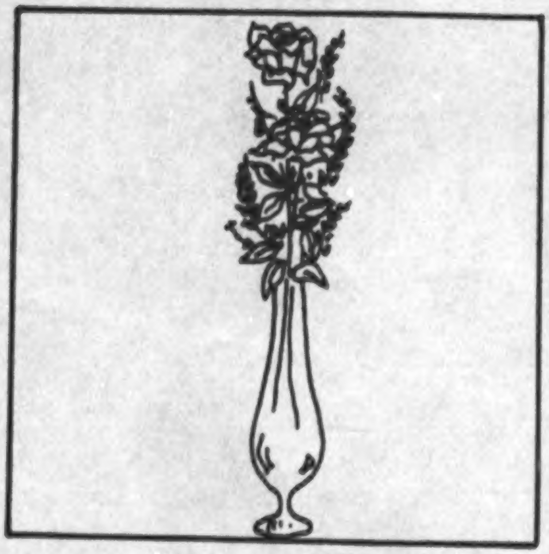
BUD VASES

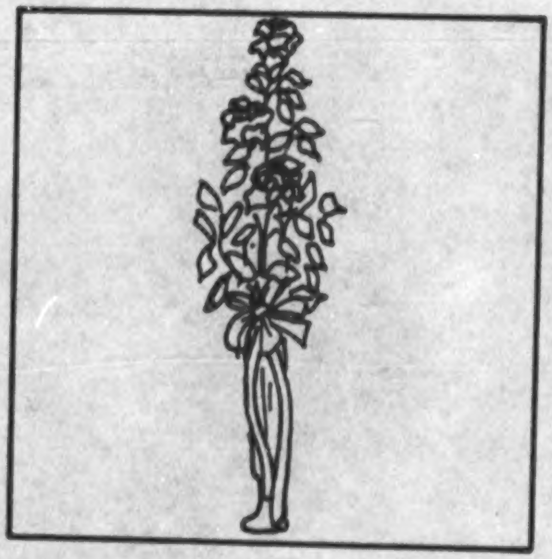
Bud vases are frequently designed for customers for hospital, home and office gifts. Usually the bud vase will be designed with florabunda or sweetheart roses, or carnations. As in any floral arrangement, the bud vase must incorporate the principles of design: shape, scale and proportion, harmony, balance, rhythm, unity, repetition, and focal area. The illustrations below are included to show you examples of these frequently requested arrangements.

Usually the number of flowers in bud vases does not exceed three. The foliage frequently used is sasal or leatherleaf palm. Often a ribbon will be added to the front of the arrangement. See the illustrations below.

1. Bud vase with one flower, foliage backing and ribbon.
2. Bud vase with two flowers, foliage, and no ribbon.
3. Bud vase with three flowers, foliage, and ribbon.







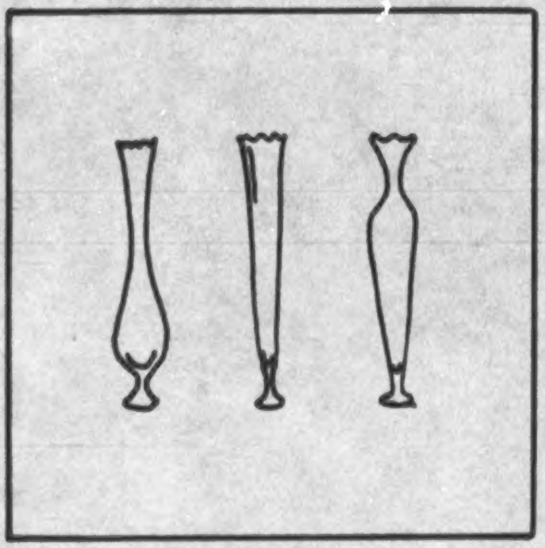
Instruction Sheet II

DESIGNING BUD VASES

The following guidelines are included in this module to help you learn how to construct a bud vase. Read these instructions. Then obtain the tools and materials from your teacher and practice designing a bud vase.

1. Assemble the materials and tools for designing the bud vase at your work bench.

   a. Vase



   b. Foliage–Leatherleaf

   c. Flowers
      - –carnations
      - –roses (florabunda or sweetheart)
      - –mums
      - –daisies
      - –iris

   e. Designer's shears or knife

   f. Filler flowers such as baby's breath, if desired

2. Fill the container with room temperature water.

3. Cut the foliage and insert it into vase (foliage inserted first will help support flowers).

4. Cut the first flower placement to a height proportionate to the vase, and insert it into opening of container. Wire the flowers if necessary.

5. When using more than one flower placement in the vase, cut the second placement slightly shorter than the first, and the third slightly shorter than the second placement.

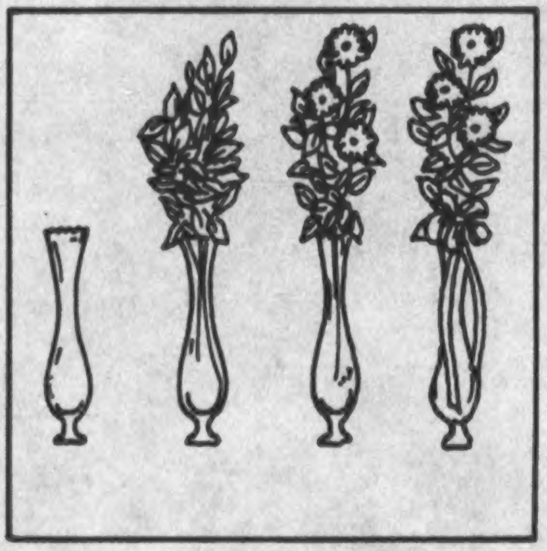
6. Stagger the placements in the bud vase to give it symmetry and interest.

7. Tie a bow, if desired. (Ribbon should be a complementary color as it relates to the flowers.)

8. Attach the bow to a wired pick.

9. Insert the pick through the ribbon then into the bud vase.

10. Closely check the bud vase to see that it incorportes the principles of floral design and that it resembles the following illustrations.



CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. After you have gone through the activity, your teacher will rate your performance using the Teacher's Final Checklist, DESIGNING A BUD VASE.

Your teacher will give you an order for a bud vase. Select the designer's tools and supplies and design the arrangement.

Module No. FD-67

DESIGNING BUD VASES

Student ______________________

Date ______________________

Teacher's Final Checklist

Check the student's performance in the following elements of designing bud vases.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and teacher will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
The student's bud vase incorporated the principles of floral design:				
a. Shape	[ ]	[ ]	[ ]	[ ]
b. Scale and Proportion	[ ]	[ ]	[ ]	[ ]
c. Harmony	[ ]	[ ]	[ ]	[ ]
d. Balance	[ ]	[ ]	[ ]	[ ]
e. Rhythm	[ ]	[ ]	[ ]	[ ]
f. Repetition	[ ]	[ ]	[ ]	[ ]
g. Unity	[ ]	[ ]	[ ]	[ ]
h. Focal area	[ ]	[ ]	[ ]	[ ]